

Brown Bear at the Mill, Reddish



Unit CG2, Houldsworth Mill, Houldsworth Street, Stockport, Cheshire SK5
6DA

Inspection date	6 September 2018
Previous inspection date	21 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Staff provide children with a richly resourced, inviting and interesting environment. Children are motivated to learn and they eagerly explore the wide range of activities and resources provided. Children make good progress in their learning.
- Staff have developed strong partnerships with parents. Parents are very complimentary about the nursery and feel that staff communicate very effectively with them at the end of each day. Staff keep parents updated about the progress their children make.
- Staff work particularly well with other professionals and local agencies to support the individual needs of children. This helps staff to gain a deeper knowledge of how best to support children with identified needs and support is put in place to meet their needs effectively.
- Staff are good role models and they provide children with clear and consistent support to understand the boundaries and expectations of the nursery. Children are kind to each other and they have developed genuine friendships with other children.
- Staff successfully promote children's language and communication skills. They talk with and listen to children to help to build their speaking skills. Children are confident communicators.

It is not yet outstanding because:

- Occasionally, staff do not organise routines well enough and children become distracted while they wait to engage in meaningful activities.
- Sometimes, during adult-led activities, staff do not provide older children with sufficient opportunities to think critically and to solve problems.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of some routines to make the most of all opportunities to engage children in meaningful activities
- provide greater opportunities for older children to process their thoughts and to solve problems for themselves.

Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled documents, including children's learning records, policies and procedures and evidence of staff training and suitability.
- The inspector spoke with parents on the day of inspection and took account of their comments.
- The inspector held a meeting with the provider/manager and team leader. She spoke with children and staff at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the provider/manager.

Inspector
Helen Gaze

Inspection findings

Effectiveness of leadership and management is good

The nursery is led by a well-established and experienced management team, who work alongside staff to coach and support them in their practice. Staff supervision procedures are used well to identify professional development opportunities. For example, some staff are working towards a recognised early years qualification. The management team and staff work well together to evaluate the quality of the nursery and they are determined to continue to make positive changes. They closely monitor individual and groups of children's progress and swiftly address any gaps in their learning. Funding is used well to help to ensure all children make consistently good progress in their learning. Safeguarding is effective. Staff have a good understanding of the correct procedures to follow in the event of any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge of how children learn. They use observation and assessment effectively to identify what children need to learn next. Staff share ideas and resources to help to provide consistency of support for children's learning. They plan a range of interesting activities that match children's interests and capabilities. For example, staff create opportunities for children to explore using their senses. Babies have access to a very good range of interactive toys and equipment. They babble and experiment with movement and sound in response to music. Toddlers have fun as they explore the texture of shaving foam, paint and sand. They develop their small-muscle skills as they learn to use hand-held tools and resources to make marks. Pre-school children are captivated as they observe what happens when they mix cornflour with water. Children use their fingers and tools to make patterns and to write the letters of their name in the cornflour mixture.

Personal development, behaviour and welfare are good

Children form close relationships with staff who care for them. Settling-in arrangements are flexible and meet the needs of individual children. For example, staff make good use of quieter areas in the nursery to help children to adjust to their new environment. Information gained from parents is used well to meet children's individual needs. Babies thrive on the genuine affection and consistent support they receive from familiar staff. They enjoy being cuddled to sleep and develop a secure sense of belonging. Children benefit from daily access to the fresh air and exercise. They visit the onsite park and are beginning to develop an awareness of how to keep themselves safe. For example, children carefully negotiate the steps down to the play area and know to hold the hand rail.

Outcomes for children are good

Children make good progress from their starting points and they are well prepared for the next stages of their learning and school. Babies develop good physical skills as they learn how to move around, stand and walk unaided. Children are curious and intrigued to find out about the world around them. They use magnifying glasses outdoors, to investigate bugs and plants and confidently describe what they see to attentive staff.

Setting details

Unique reference number	EY281133
Local authority	Stockport
Inspection number	10070546
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	60
Number of children on roll	45
Name of registered person	Brown Bear Childcare Limited
Registered person unique reference number	RP905564
Date of previous inspection	21 April 2015
Telephone number	0161 4837369

Brown Bear at the Mill, Reddish registered in 2004. The nursery employs 11 members of childcare staff. Of these, eight hold relevant early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6.00pm.

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