

Brown Bear Learning Hub

24 Store Street, Great Moor, Stockport, Cheshire SK2 7HA



Inspection date

29 November 2018

Previous inspection date

21 October 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

This provision is good

- The provider places a lot of emphasis on developing her staff team. Professional development is strongly encouraged with the well-qualified team continuing to undertake courses and research new teaching concepts. This targeted training has a positive impact on staff's teaching and children's learning.
- The provider regularly reviews the effectiveness of the nursery and staff's teaching. She makes plans for improvement, which includes the input of children's ideas. For example, a menu review takes into account all children's ideas on their favourite meals.
- Staff know children well and assess their development regularly. They plan an appealing range of activities, which captures children's interests and sustains their concentration.
- Children behave well and are encouraged to develop caring attitudes and good levels of empathy. They are helped to understand how to be caring towards their friends and visiting animals. They visit a local retirement complex, where they enjoy the company of older residents.
- Parents praise the homely atmosphere where staff are, 'Just like extended family'. They like the fact children mix with others of different ages and that child numbers are smaller than some other nurseries.
- Although staff use a range of methods to exchange information with parents this is not entirely successful in ensuring all parents feel fully informed about their child's learning and how they can support this further at home.
- The majority of activities are well planned, however, there are occasions both in group times and general play where children are not encouraged enough to develop their understanding of letters and the sounds they represent.

What the setting needs to do to improve further

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

- strengthen further the links with parents so communication is highly successful
- provide more opportunities for all children to develop their understanding of letters and the sounds they represent.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of leadership and management is good

Staff play a leading role among local nurseries in developing and sharing good practice on children's well-being and safeguarding. All staff have a very clear understanding of their individual responsibility to keep children safe and understand what would constitute a safeguarding concern. Children are well supervised, risks are assessed to provide children with appropriate challenges. Accidents are promptly reported to parents. Safeguarding is effective. The manager observes staff's teaching and their assessments of children's progress to ensure all areas of learning are properly planned for. She gives clear feedback to help staff to reflect on their work, so they can constantly improve. Staff engage with the local community. They work with a local school to provide work experience opportunities for a small number of teenagers. Staff work with other providers to ensure they gather all required information about children they care for, so they can complement what others provide.

Quality of teaching, learning and assessment is good

The quality of interactions between staff and children is good. Staff like children to lead their play and learning and leave plenty of opportunities for children to make their own choices during free play. Staff are well motivated and fully immerse themselves in children's play. They ask pertinent questions and introduce new words to children. Staff introduce children to stories and songs. They read books in an animated way. They give children an opportunity to finish sentences and discuss the content of the story. Children play with a wide range of materials, which provides plenty of sensory experiences. Staff encourage children to experiment, explore textures and develop physical skills, such as pouring. They also start to develop a concept of volume.

Personal development, behaviour and welfare are good

Children develop close relationships with their key person and other staff. Children spend large amounts of time in the outdoor areas. This provides opportunities to enjoy fresh air and exercise. They start to think about how they can manage risks for themselves and keep themselves safe. Meals are freshly prepared and carefully planned to provide a balanced diet, which also caters for those with food allergies. Children are kept well occupied and they respond to the positive atmosphere where they know they are valued.

Outcomes for children are good

Children benefit from exciting well-equipped indoor and outdoor play spaces. There is a busy hum of purposeful play as children confidently select activities and undertake simple experiments. For example, they set up tubes to roll balls into a container or measure how much water has been collected in a container from recent heavy rain. Children have strong imaginations and are given many opportunities to be curious and creative. They confidently move materials to different parts of the room 'cooking' their 'crumble' in the home corner cooker. They develop an understanding of volume and numbers through practical play with oats or water. Most children are working within the range of development typical for their age and are well prepared for the move on to school.

Setting details

Unique reference number	EY457692
Local authority	Stockport
Inspection number	10066091
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	42
Number of children on roll	6
Name of registered person	Brown Bear Childcare Limited
Registered person unique reference number	RP905564
Date of previous inspection	21 October 2015
Telephone number	0161 483 7369

Brown Bear Learning Hub registered in 2013. It is one of four nurseries run by Brown Bear Childcare Limited. The nursery employs four members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2, one at level 6 and one who holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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