

# Little Care Bearz Nursery

461 Moseley Road, BIRMINGHAM B12 9BX



<b>Inspection date</b>	31 May 2019
Previous inspection date	3 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships between parents and staff are effective and they help support children's learning well. Staff keep parents well informed about their child's progress and involve them in their learning and next steps.
- The manager ensures that all staff have a strong understanding of how to help to protect children from harm. Daily risk assessments ensure the environment is deemed safe and secure.
- Settling-in arrangements are good. Parents are invited to bring children for various sessions depending on their individual needs. Staff work closely with parents to plan settling-in arrangements to ensure they meet the needs of each family.
- The key-person system works well. Children build close relationships with staff; this supports children to feel confident and secure in the nursery.
- Children thoroughly enjoy their time outdoors and in the indoor soft-play area. They make good use of the environment to develop their small- and large-muscle skills and to help them learn about natural materials. For example, younger children enjoy using the mud kitchen where they investigate different materials as they pour from one pot to another.
- Staff do not consistently engage or challenge children during adult-led activities.
- The management team monitors and reviews the provision to identify areas for improvement. However, it does not make the most of opportunities to involve staff and parents in this process.

## 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 group activities to give children more time to fully engage
- extend the opportunities for all staff and parents to contribute more fully to the self-evaluation process to help drive further improvements.

### 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 to children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and took account of the written views of parents.

**Inspector**  
Jyoti Jaspal

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The management team and staff have a secure understanding of child protection procedures and a good knowledge about their role and responsibilities to help safeguard children. They understand the importance of reporting concerns about children's welfare. The manager ensures staff keep their knowledge current, for example by attending training courses. Risk assessments are completed for all areas of the nursery and for outings. Staff also complete daily checks to identify and remove any potential hazards or risks. This helps to keep children safe. Staff recruitment and ongoing supervision processes are effective.

### Quality of teaching, learning and assessment is good

Staff work in partnership with parents. For example, communication books and worksheets are sent home weekly to support learning outcomes for children. Staff use information gathered from parents to plan and support children's future learning needs effectively. Younger children enjoy sensory experiences. For example, they add coloured sand to water and use their fingers to make lines and shapes in the sand. Children are encouraged to use different tools to scoop up the sand. Staff support children's communication and language skills well. They speak to children using clear language and ask open questions. Staff make good use of opportunities to incorporate mathematical concepts into learning. For example, in the soft-play area, they count to 10 with children as they play hide and seek. Children who speak English as an additional language are supported very well. For example, staff use picture flashcards alongside words to support children who are not yet speaking or understanding English.

### Personal development, behaviour and welfare are good

Staff support children to settle in their environment. They respond well to the needs of both children and their parents. For example, staff share information through regular parents' evenings, request 'all about me' forms when children start and share children's 'learning journeys', which parents can see at any time. Staff teach good hygiene practices, such as ensuring children wash their hands before all mealtimes. Staff praise children and recognise their efforts and good behaviour. For example, each child has a reward chart and is recognised for positive behaviour such as helping their peers, tidying up or being a good listener. Children enjoy putting a sticker on their chart. Children have access to outdoors and develop their physical skills using a wide range of resources. They also enjoy regular outings, such as visits to the local park. The routine is planned well to enable younger children to rest and sleep as they need to.

### Outcomes for children are good

All children make good progress from their starting points, including those with special educational needs and/or disabilities. Children are confident and eager to learn. Babies and toddlers independently select resources that interest them. Children enjoy engaging in imaginative play. For example, a child takes a piece of toast at breakfast time and feeds the doll in the pushchair. Pre-school children dress up in a local school uniform in the role-play area. This supports them in preparation for starting school.

## Setting details

<b>Unique reference number</b>	EY471621
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10106080
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Little Care Bearz Nursery Limited
<b>Registered person unique reference number</b>	RP533234
<b>Date of previous inspection</b>	3 June 2014
<b>Telephone number</b>	07891737626

Little Care Bearz Nursery registered in 2013. It operates from a two-storey commercial building in the Balsall Heath area of Birmingham. The nursery operates from three main playrooms, one on the ground floor and two on the first floor. It opens Monday to Friday from 7am to 6pm all year round, with the exception of bank holidays. Opening times are variable according to the needs of parents. There is a small enclosed area available for outdoor play. The nursery employs seven members of childcare staff, all but two of whom hold appropriate early years qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children.

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