

# Inspection of Nanny Bears Nursery Zetland Park

Nanny Bears Day Care Centre Behind Zetland Church, The Crescent, Redcar,  
Cleveland TS10 3AX

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Inspection date: 10 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this calm and welcoming nursery. Staff warmly greet children and their parents as they enter in the morning, and support children to make choices about where they want to play. Children form strong bonds with all staff and confidently explore the activities on offer. For example, babies are motivated to explore ice cubes and respond well to prompts from staff as they name toy animals.

Staff have high expectations for children and plan a range of interesting activities. For instance, toddlers demonstrate high levels of interest and motivation during parachute games in the outdoor space. They learn to take turns and follow instructions well. Staff support children well as they teach them how to move the parachute and remind them about the rules of games.

Children's behaviour is good. They understand the rules of the setting and staff support them to consider why they are in place. For example, they remind children why it is important to walk inside. Children learn to share resources and take turns as they play. Staff provide positive reminders and plenty of praise for children to ensure they fully understand expectations for their behaviour.

## **What does the early years setting do well and what does it need to do better?**

- Parents speak very positively about the nursery. They appreciate the supportive staff and the good care their children receive. Children's developmental progress and daily care routines are shared regularly with parents. They comment that they feel very well informed about how to support their children's learning at home.
- Children develop a love of reading and select their favourite books to share with staff. During story time, pre-school children confidently share their knowledge of books and their experiences at home. They are able to make predictions about what might happen next and answer questions with confidence.
- Staff know what children need to learn next and plan activities that build upon their current interests. Toddlers are extremely interested in colour-mixing activities. They make comments about changes as they add different colours to foam. Staff support them to make predictions about new shades they are able to make by blending colours together.
- The manager implements effective supervision meetings and observations of practice to support staff to develop their practice. Staff attend a range of training to help further develop their knowledge and skills and are encouraged to be reflective. They provide regular feedback to each other to further strengthen their teaching and practice.
- Children benefit from opportunities to play outdoors every day. They develop

good physical skills and enjoy exercise. For example, older children play chasing games with practitioners and each other. They learn to move safely around the outdoor space and gain an awareness of how to avoid other children and obstacles as they run. Children learn to keep themselves healthy. Staff provide healthy snacks and meals and encourage children to follow effective hygiene procedures.

- Babies are cared for in a relaxing environment. Staff find out about babies' routines before they start. They know about their sleeping and eating patterns and plan accordingly around these times. Babies form strong attachments with staff and display high levels of emotional well-being.
- Effective self-evaluation is informed by staff's and parents' views, in addition to the monitoring of children's progress. The manager and staff take prompt action to address any areas for improvement identified. For instance, effective developments to the outdoor space are having a positive impact on children's learning and development. However, recent enhancements to planning systems are not yet fully embedded. On occasions, planned activities do not support children to make more rapid progress.
- Overall, staff support children to develop their speech and language during play activities. Most staff are skilled at supporting children's communication skills. For example, they model using new vocabulary and ask challenging questions. However, at times, some staff do not model the correct use of language. They occasionally miss opportunities to extend children's developing vocabulary even further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a thorough understanding of their responsibilities in relation to safeguarding children. They understand robust safeguarding policies and procedures that are in place to protect children from harm. Staff closely monitor children's welfare and take swift action if they have any concerns about a child in their care. Rigorous recruitment and vetting arrangements are in place to ensure that those working with children are suitable to carry out their role. Staff carry out thorough risk assessments and minimise identified hazards in all areas used by children.

## What does the setting need to do to improve?

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

- enhance the planning for adult-led activities even further to provide children with consistently high levels of challenge across all areas of learning
- ensure that all staff consistently model the correct use of language and build on more opportunities to extend children's developing vocabulary.

## Setting details

<b>Unique reference number</b>	EY552010
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10130842
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 12
<b>Total number of places</b>	60
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Nanny Bears Day Care Centre Limited
<b>Registered person unique reference number</b>	RP902475
<b>Telephone number</b>	07837257420
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nanny Bears Nursery Zetland Park registered in 2017. The nursery employs 12 members of staff. Most of the staff hold relevant early years qualifications at level 3 and above. The nursery opens from Monday to Friday, 7am to 6pm, all year round. It provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Amy Keith

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A meeting was held with the nursery manager and provider. The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector completed a learning walk and a joint evaluation of an activity with the manager to understand how the early years provision and curriculum are organised.
- Discussions were held with staff, children and parents at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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