

Inspection of Bouncing Bears Day Care

249-251 School Road, Yardley Wood, BIRMINGHAM B14 4ER

Inspection date: 24 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival. They confidently leave their parents at the door and join in the nursery routines. Staff support them well and encourage them to become engaged in activities indoors and outdoors. Children spend lots of time in the garden area where staff plan a range of activities to build on what children know and can do. They have lots of opportunities to develop their large muscles. For example, children run around negotiating the space, ride on wheeled toys, climb up a small frame and slide down, and balance along tyres. Children sit to dig in the garden and explore the mud kitchen. Their imaginations are ignited as they fill containers with soil and water, and pretend they are making potions for the 'witch'. Children develop their muscle control and coordination as they are supported to draw and make marks with chalk and water on the walls and windows.

Children behave well. They respond positively when adults remind them to share toys, or encourage them to use good manners. Staff have high expectations for children. Children's independence and self-care skills are promoted well. For example, children manage their personal hygiene needs appropriately for their age. They develop a good understanding of living healthy lifestyles. Children engage in regular discussions with staff around healthy food choices. They talk about the importance of having lots of drinks during hot weather and why they should have sun cream and wear their hats when it is hot outdoors.

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

- Children behave well and are confident to have a go at activities and explore. They respond well to staff and enjoy the time they spend in their company. Babies have a good sense of feeling safe as they crawl around outdoors, smile and have fun. Staff are attentive to their care needs and know when they are ready for a sleep or need to have their nappies changed. However, occasionally, staff do not always give enough attention to children who prefer solitary play in order to help build on their prior experiences and knowledge.
- Overall, children benefit from an interesting and well-balanced curriculum. The manager and staff confidently articulate what they want children to learn during their time at the nursery. They ensure children's communication and language skills are well promoted. Children listen to stories and enjoy looking at books on their own. They regularly hear words and repetitive phrases, for example, through rhymes and singing songs. However, staff do not consistently support children to develop their mathematical skills to further support their ongoing learning.
- Partnerships with parents are good. Staff take time to get to know children and their parents and build strong and trusting relationships. They find out about

children's interests, needs and prior learning to use for the planning of activities. Parents comment on how happy their children are attending the setting. They state that staff communicate well with them. Parents particularly like the parent online programme, which provides them with information about the activities and gives them suggestions to support children's learning at home.

- The manager and staff work well together as an enthusiastic and dedicated team. They are committed to providing an inclusive environment where all children and their families are welcomed. Staff work effectively with other professionals to support children with special educational needs and/or disabilities. This means that all children receive the help they need to enable them to close gaps in their learning and make good progress.
- Staff are happy and feel well supported in their roles. They say the nursery team are like family. They have regular staff meetings, supervisions, observations of their practice, and are provided with opportunities to complete regular online training. Key staff who are responsible for children with additional needs are supported and given specialised training and guidance from other professionals. This has made a positive impact on children's welfare and progress.
- The leadership and management of this nursery strives to continually improve. Self-evaluation and ongoing action plans are in place to drive continual improvement. Parents are consulted with in every aspect. Recent improvements to the environment have been made following their research into the effects that bright colours can have on children. This has resulted in children being calmer.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge and understanding of their responsibilities to protect children from harm. They know how to identify possible signs of abuse or neglect and are fully aware of what to do should they have any concerns about children's welfare. Staff clearly understand the importance of reporting safeguarding concerns beyond senior managers if they are ever unhappy with the response to any concerns raised. Staff carry out effective use of risk assessments to ensure that the premises are safe and secure. The manager follows robust recruitment processes, which helps to ensure the suitability of adults working with children.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to support children who prefer solitary play to build on and extend their learning
- review staff practice to help them improve the curriculum for mathematics to enhance children's knowledge in this area even further.

Setting details

Unique reference number	EY396976
Local authority	Birmingham
Inspection number	10231603
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 10
Total number of places	47
Number of children on roll	41
Name of registered person	BBDC Limited
Registered person unique reference number	RP902429
Telephone number	01214304400
Date of previous inspection	20 December 2017

Information about this early years setting

Bouncing Bears Day Care registered in 2009. The nursery operates Monday to Friday from 7am until 6.15pm all year round, except for one week at Christmas and bank holidays. The nursery employs five members of childcare staff, all of whom hold early years qualifications at levels 3 to 6. The nursery receives funding to provide education for two-, three- four-year-old children. They also offer out-of-school care for children.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- During the inspection, the inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to a parent during the inspection and took account of their views.

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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