

Inspection of Nanny Bears Day Care Centre (Dormanstown)

Sure Start, South Avenue, REDCAR, Cleveland TS10 5LL

Inspection date: 7 June 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 enjoy their time in this nurturing and caring nursery. Most children separate easily from parents. For those children who are a little more hesitant, staff give them cuddles and reassuring words. This develops children's emotional well-being and helps them to quickly settle into their day.

Children relish being outdoors. They show high levels of determination and have a can-do attitude to their learning. Children learn to put their arms out to balance as they walk along planks and crates. They know to be careful as they step into and out of tyres, accepting help from staff only when necessary. Children show care and consideration for others as they ride on bikes. They know to manoeuvre themselves around adults and children to prevent accidents. Younger and less-mobile children show their developing confidence as they learn to negotiate their way across uneven surfaces. Children accept staff's very genuine praise for their achievements with beaming smiles.

Children behave well for their very young age. They negotiate together to solve problems, and ensure that everyone is happy and satisfied. For example, children want to ride on a large bike. They agree who will be the driver and who are the passengers. For those children who struggle with their emotions, staff thoughtfully explain about turn taking and sharing.

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

- Staff are skilled in supporting children's language development. They help to extend children's vocabulary as they bring new words into children's play. For example, as children play with dinosaurs, they notice some do not stand up correctly. Staff talk about these dinosaurs being 'wobbly'. They explain this means that 'They don't stand up straight and steady'.
- Children confidently take books to staff, knowing that they will be read. Staff know to give children time to look at the pictures and to ask questions about the story. This helps to develop children's love of books, and an awareness that letters and words have meaning.
- Staff teach children to keep themselves healthy. They ensure that children wash their hands before eating and after coming in from outside. Older children know how to use soap and water. Staff support younger children to learn to do this for themselves.
- Staff know children very well and recognise their immediate needs promptly. For example, when children show that they are tired, staff pick children up straightaway and cuddle them in. Staff use a quiet tone of voice as they sing rhymes and talk to children as they go to sleep. This helps children to feel safe and secure in the nursery.

- Children in receipt of funding are very well supported and funding is targeted to meet their identified needs. For example, staff have bought specific creative and sensory materials to support children's interests. This has enabled children to settle more easily into the nursery.
- The management team and staff place an emphasis on supporting children with special educational needs and/or disabilities. They work in close partnerships with a wide range of other professionals to put plans in place to support children to reach their full potential.
- The management team and staff structure the curriculum to support and build on what children know and can already do. Staff make ongoing assessments of children's achievements. Consequently, they know children well and understand their developmental needs and interests. However, staff do not gather detailed information about children's development from parents prior to their children beginning at the nursery. This means staff are not able to plan fully for children's learning from the moment they start.
- Parents are particularly complimentary about the nursery and the service it provides. In particular, they praise the way that their children's communication skills have developed. Parents stress how their children's confidence and independence skills have developed since beginning at the nursery.
- The management team has a clear vision for future development. It has plans in place for changes to the outdoor area. Staff discuss how this will further enhance the experiences which children have to support their learning.
- The management team and staff do not fully consider how daily routines, for example nappy changing and children brushing their teeth, interrupt children's play. This can prevent children from becoming totally absorbed in their play and hinders the development of their concentration skills.

Safeguarding

The arrangements for safeguarding are effective.

All staff have completed relevant safeguarding training. They demonstrate a good knowledge of the signs and symptoms that a child may be at risk of harm. Staff understand what to do if they have a concern about a child's well-being. They are also aware of what to do if they have a concern about a colleague's conduct. Risk assessments are robust and staff know how to keep children safe in the nursery. The management team has robust recruitment procedures to ensure that only those allowed to work with children are employed at the nursery.

What does the setting need to do to improve?

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

- extend the information gathered from parents about what their children already know and can do, to enable planning for children's learning from the very

beginning

- review the organisation of some daily routines to ensure that all opportunities are consistently used to develop children's learning even further.

Setting details

Unique reference number	EY487364
Local authority	Redcar and Cleveland
Inspection number	10225929
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 6
Total number of places	48
Number of children on roll	41
Name of registered person	Nanny Bears Day Care Centre Limited
Registered person unique reference number	RP902475
Telephone number	07494437397
Date of previous inspection	8 September 2016

Information about this early years setting

Nanny Bears Day Care Centre (Dormanstown) registered in 2015. The nursery employs nine members of staff. Of these, one holds a qualification at level 5, three at level 4, four at level 3 and one at level 2. The nursery opens during term time from 8am to 5pm, Monday to Friday. It provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Denise Charge

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 manager and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the management team, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- Evidence of staff's qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents 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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