

Inspection of Bouncy Bear Childcare

Courtland Road, Wellington, Somerset TA21 8NE

Inspection date: 4 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children build exceptional bonds with staff and flourish at this wonderful nursery. They arrive eager to learn and show high levels of confidence and curiosity. Staff demonstrate high-quality teaching. They build on children's interests to ensure they are keen to participate in a wide range of exciting activities. Children develop a love of books, stories and rhymes and join in enthusiastically. Babies listen intently to nursery rhymes. They babble and repeat single words. Staff offer a range of tools to support children to mark make, indoors and outdoors. They provide opportunities to strengthen children's finger muscles, which promotes their writing skills. Older children are keen to learn to write their names. They demonstrate excellent pencil control as they learn to draw a face.

Children display exemplary behaviour. Older children are able to regulate their own behaviour. Staff are role models who demonstrate the nursery's values. Children listen to each other and play extremely well together. Children are highly capable of being independent learners. For example, they are encouraged to help at mealtimes. They set the tables, pour their own drinks and help younger children with their meals. Children understand the importance of leading a healthy lifestyle. They take part in yoga sessions that support their physical development and mental well-being. Menus are planned carefully to meet children's nutritional needs, and children understand the importance of healthy eating.

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

- The management team is passionate about the services it provides. The team has a strong vision to support children to be 'happy, confident and ready to tackle their next steps in education'. There is an impressive well-designed curriculum in place which was created working in collaboration with parents, teachers and staff. There is a sharp focus on developing the team's skills through continual monitoring, reflection and extensive training. This results in the whole nursery working together as a team to achieve high standards of care and learning for the children and families. All staff report that they are highly supported and valued.
- Children thrive in this nursery. Staff are passionate about children's learning. They skilfully support children to build on what they know and are interested in. All children, including those with special educational needs and/or disabilities (SEND), make excellent progress from their starting points. Staff work closely with other agencies and understand the importance of partnership working to achieve the best outcomes for children.
- One of the learning intentions is to develop children's communication and language. Staff provide a language-rich environment that builds on children's vocabulary and understanding. The quality of teaching is exceptional. Staff are

skilled at providing opportunities to enhance children's language. They use descriptive language to narrate what is happening and ask open-ended questions to encourage conversation.

- The management team and staff have very strong links with the local community. They are highly successful at giving children rich experiences to promote their understanding of other people. For example, children enjoy regular trips to the local nursing home and visits that stimulate learning about people within the community, such as firefighters, police and farmers. The management team and staff have excellent connections with the local school. Reception children and teachers join up with the nursery children for shared experiences. They enjoy community events, such as a puppet show, and took part in the Queen's Platinum Jubilee celebrations.
- Children show extremely high levels of independence from a young age. They take pride in helping to tidy up and prepare for lunch. Children can put on their own coats and shoes. At mealtimes, they serve their food and clear their plates. Older children are readily available and willing to support younger children with self-care tasks. Effective hygiene practices ensure the personal needs of children are consistently met. For example, when children cough, staff praise them for 'catching their cough in their hands'.
- Partnership with parents is very strong. Parents comment that staff are 'absolutely wonderful'. They feel that their children are progressing extremely well in all areas of their development. Parents are supported with children's home learning in a range of effective ways. For example, the use of travelling bears that the children take home bridges home and nursery experiences.

Safeguarding

The arrangements for safeguarding are effective.

The management team is fully committed to safeguarding children in its care. There are two safeguarding leads at the nursery who work in partnership with professionals involved in safeguarding matters. Staff have a very good knowledge of how to deal with concerns about children's welfare. They are familiar with a wide range of safeguarding issues, including the signs which may indicate a child has been exposed to radical or extremist views. Staff support children to assess risks in their environment. This helps children to make decisions about how to keep themselves safe.

Setting details

Unique reference number	EY341257
Local authority	Somerset
Inspection number	10233703
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	0 to 4
Total number of places	32
Number of children on roll	93
Name of registered person	Bouncy Bear Ltd
Registered person unique reference number	RP906049
Telephone number	01823 667149
Date of previous inspection	10 October 2016

Information about this early years setting

Bouncy Bear Childcare registered in 2007. It is located in Wellington, Somerset. The nursery is open each weekday from 8am to 6pm, all year round. There are 20 members of staff. Of these, four have a relevant qualification at level 2, 10 have a qualification at level 3, and three are unqualified. The members of the management team hold relevant early years qualifications. One has qualified teacher status, one holds a qualification at level 5, and one holds a qualification at level 4. The nursery receives funding to provide free early education for children aged two, three and four years. Staff support children with SEND.

Information about this inspection

Inspector
Corinna Laing

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 management team joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the managers and discussed the quality of teaching.
- The inspector spoke to parents and took account of their views.
- The inspector spoke with the management team about the leadership and management of the setting.

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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