

Inspection of Brown Bear Nursery & Preschool at Great Moor

24 Store Street, Stockport SK2 7HA

Inspection date: 7 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and families alike feel happy and safe in this nurturing and community focused nursery. Children smile and wave goodbye to their parents with ease as parents talk to key persons at the door. Parents report that the staff are like an extended family. This helps children to settle and feel safe and secure with all staff.

Children also benefit from staff who are in tune with their needs and act as positive role models. The leadership team and staff prioritise supporting children's well-being through the curriculum. They use familiar stories to teach children how to communicate their emotions. This helps children to articulate how they feel and promotes positive behaviour.

Children develop good communication skills due to timely targeted interventions and a staff team that is skilled in supporting children's language skills. Children have access to many songs, stories and rhymes, which supports their language development. Staff get down to the children's level and model a range of rich vocabulary. For example, when singing songs with babies, they use actions to accompany words such as 'wibble, wobble' as they shake their whole bodies. This helps babies to associate vocabulary with actions.

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

- The dedicated leadership team understands the importance of fostering parental partnerships from the start and supporting early communication and language skills in the home. A stay-and-play group is offered to parents with babies before attending the nursery. Those parents who attend the group report feeling at ease then when they access the nursery with their children. They also report having a greater awareness of the key rhymes and core books the nursery will share and introduce to their children as part of the curriculum. This helps to embed learning, both at home and in the nursery.
- The staff team works hard to develop a good understanding of what children know and need to learn next and communicates this effectively with parents. The team carefully considers how to support children to achieve their next steps. This leads to children making good progress from their individual starting points.
- In general, children's independence is well supported. They access their own resources and use real tools for purpose, such as using scissors to cut and snip. However, this is not consistently encouraged across the setting. Some staff perform routine tasks for children that they would benefit from attempting themselves, such as pouring their own drinks, serving their own meals and putting on their own coats.
- Staff plan effective opportunities for children to develop their physical skills. For example, older children use scissors with precision and use pencils to draw

recognisable shapes and letters. Children exclaim, 'I drew a zig zag line', as they proudly share their work. Opportunities such as these help children to strengthen the small muscles in their hands. Children also develop their core strength by balancing along floor ladders, while babies crawl through tunnels and up and down ramps.

- The leadership team has an accurate self-evaluation of the strengths and areas for development of the setting. Leaders support staff with ongoing supervision and facilitate training needs successfully. Furthermore, leaders ensure they prioritise staff well-being and set clear and achievable performance targets. Staff are clear on what they need to do to improve their teaching. Consequently, staff morale is high. This helps to boost the quality of service provided to children and their families.
- The leadership team creates strong relationships with other professionals, which improves the quality of teaching at the nursery. For example, professionals who specialise in speech and language visit the setting regularly. They observe children's progress and offer advice and support to staff, which helps to enhance the care provided for all children, with a particular focus on children with emerging concerns or special educational needs and/or disabilities (SEND).

Safeguarding

The arrangements for safeguarding are effective.

All staff have up-to-date safeguarding training and demonstrate secure knowledge of child protection and safeguarding procedures. They know what actions to take when abuse is suspected or if there has been an allegation against staff. They are also aware of the potential risks of extremist views, domestic abuse and differing cultural practices. The nominated individual is a strong advocate for sharing case studies and key learning from real-life situations with her staff team and wider multi-agency partners. This helps to ensure that all staff are briefed on the most current working practices to help keep children safe.

What does the setting need to do to improve?

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

- develop a more consistent approach to encouraging children's independence and self-care skills during everyday routines.

Setting details

Unique reference number	2618486
Local authority	Stockport
Inspection number	10276055
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	47
Number of children on roll	37
Name of registered person	Brown Bear Childcare Nursery & Preschool Ltd
Registered person unique reference number	2618481
Telephone number	01614822188
Date of previous inspection	Not applicable

Information about this early years setting

Brown Bear Nursery and Preschool at Great Moor registered in January 2021. The nursery employs 11 members of childcare staff, of whom one is unqualified, and the rest hold appropriate early years qualifications at levels 2, 3 and 4. There is also three staff who hold level 6 early years teacher status. The nursery is open Monday to Friday, all year round, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jenny Smillie

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 leadership team and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation with the manager and discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.

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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