

Inspection of Village Bears Day Nursery

Dudley Road, Wallheath, West Midlands DY6 9AQ

Inspection date: 5 April 2023

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 are happy to attend this warm and inviting setting. They leave their parents with ease at the door and are soon happily playing with their friends. There is a large range of age-appropriate resources. Children can access these independently, which enables them to develop their skills in all areas of the curriculum. For example, babies look through books together, pointing out pictures and repeating words. This develops their enjoyment of books and literacy. Toddlers play with play dough. They use their fine motor skills to squash, squeeze and roll the dough. They develop their imagination as they make things from the dough and use their communication skills when they explain to staff what they have made.

Children behave well, and they are kind to each other. They learn to share with their peers and take turns. Staff role model good behaviour, and they offer praise and encouragement to the children. Staff support the children's well-being and help them to regulate their emotions. Children listen carefully, follow instructions and understand the rules and routine of the day. For example, toddlers know to help to tidy up their resources after their play. Babies understand to go to the door to wash their hands before lunch. This helps children to feel safe and secure and supports their social and emotional development.

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

- Leaders and managers have a strong ethos for the setting. They are passionate about providing quality care and education for the children. Managers support staff with regular observations and supervision sessions, where they can discuss their key children and personal well-being. Staff can participate in a range of professional development opportunities to extend their early years knowledge.
- Children are becoming independent learners. For example, toddlers wash their hands before lunch. With support, they get the soap, turn on taps and dry their hands with a paper towel. Babies sit and use a spoon to feed themselves. This helps to prepare them for their next stage in learning.
- Children build good bonds with staff. The strong key-person system ensures that staff know the children well. They support children's care and emotional needs well. For example, as babies sleep, their key person knows the best way to support them to feel comfortable and secure, such as stroking their heads or giving comforters.
- Children have the opportunity to play outdoors every day. They develop their physical skills as they jump, skip and run around. Babies show determination as they climb up the steps of the slide and turn around to slide back down. Toddlers scoot and push their bicycles and cars along.
- Children enjoy a good range of meals and snacks. They have the choice of a

packed lunch from home or a cooked dinner made by the cook on the premises. At snack time, they have a variety of fruit to eat. However, staff do not consistently encourage children to make healthy choices of drinks during this time.

- Parents are very complimentary about the staff and the setting. They know their child's key person and know they can talk to them if they have any concerns. Parents receive regular updates about their child's day from an online system and when they collect their children every day. Parents attend meetings to discuss their child's development and next stages in learning.
- Children make good progress. Staff use children's interests to plan engaging activities that help to build on children's skills. However, staff do not always seize those spontaneous opportunities as children engage in their play to build on the skills and knowledge that they have already acquired. Therefore, children do not always make the best progress that they are capable of.
- Staff model good language in their interactions with children. Children enjoy hearing stories and singing songs. Staff talk to the children during activities. They introduce new words and encourage children to repeat them. For example, as babies are jumping in puddles, staff introduce 'splash' and 'splish' and the babies repeat the words. Children with a speech delay have targeted support to ensure they make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers place a strong focus on safeguarding. They ensure that all staff have relevant training in safeguarding and paediatric first aid. Staff fully understand their role and responsibilities to keep children safe. All staff know the signs and symptoms of abuse and understand the procedures to take if they feel a child is at risk of harm. Managers have a strong recruitment procedure to ensure that staff are safe to work with children. Staff identify risks and ensure they are minimised. They check with parents about any allergies and medical needs, and if necessary, they take advice from other professionals in this area to ensure children are not at any risk from food or activities within the setting.

What does the setting need to do to improve?

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

- provide more opportunities for children to make healthy choices, especially at snack time
- support staff to recognise how to build on children's learning as they play to help them make the best possible progress.

Setting details

Unique reference number	EY458033
Local authority	Dudley
Inspection number	10280181
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 3
Total number of places	28
Number of children on roll	46
Name of registered person	Village Bears Partnership
Registered person unique reference number	RP532305
Telephone number	01384 279 156
Date of previous inspection	11 August 2017

Information about this early years setting

Village Bears Day Nursery registered in 2013 and is situated in Kingswinford, Dudley. The nursery employs eight members of childcare staff. Of these, one holds a qualification at level 6, one at level 5 and six at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Sue Smith

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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- 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 joint observations of group activities with the nominated individual.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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