

Brown Bears Community Nursery

Inspection report for early years provision

Unique reference number	EY280956
Inspection date	06/07/2010
Inspector	Gail Robertson
Setting address	St Martins Primary School, Shady Bower, Salisbury, Wiltshire, SP1 2RG
Telephone number	01722 554300
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Brown Bears Community Nursery opened in 1976. It operates from a room within a primary school in Salisbury. There is disabled access. A maximum of 20 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery is open Monday through to Thursday during term time from 9am to 12 noon and 12.45pm to 3.15pm, children may attend all day from 9am to 3.15pm and on Friday from 9am until 12 noon. The nursery has access to a secure and enclosed outdoor play area as well as the school playground.

There are currently 30 children aged from two to under five years on roll and in the early years grouping; of these, 24 receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. The nursery serves the local area.

The nursery employs six staff; of these, four hold appropriate early years qualifications and two members of staff are working towards a qualification. The setting is supported by the local authority. There are links with the host school, the children's centre and other providers of early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Brown Bears is well organised and is poised to become even better. The effective manager and efficient play leader have built up a great team. The key worker system ensures that all children are well cared for, looked after, and their needs are met. This is an inclusive setting where each child's uniqueness is celebrated. The setting has exceptional systems to help children through the transition from nursery to reception class in St Martin's Primary School and other settings.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend children's learning further by planning opportunities to challenge the more able children in order to accelerate their learning
- consider further ways to help parents and carers to contribute to their children's learning journeys
- encourage children to listen more carefully to adults particularly when children are outside to ensure their behaviour is appropriate.

The effectiveness of leadership and management of the early years provision

Safeguarding takes priority in Brown Bears. The manager and playleader have made sure all the necessary policies and procedures are well organised and available for parents and carers to examine. The policies are regularly updated and the records of accidents and medication administered are comprehensive. Child protection procedures are detailed and staff are well trained and confident in the steps they must take if they have any child protection concerns. Staff are suitably vetted and given plenty of opportunities to attend courses to extend their knowledge and understanding of how young children learn and how to keep them safe from harm. However, not all children listen carefully to staff instructions when exploring in the school grounds and they do not keep to the golden rules. All staff have relevant early years qualifications, and are actively encouraged by the manager and committee to further their knowledge to keep up to date with legislation, planning the curriculum and the latest in care and educational ideas.

The staff work really well together. They are a happy group ensuring children develop and flourish. The key worker system here is well practised. The key workers know their children and families very well and ensure their needs and interests are met. Everyone contributes to the monitoring of the provision. The manager has completed a good self-evaluation document identifying areas that need improvement and celebrating the success of the nursery, such as links with the parents. At staff meetings, everyone is encouraged to contribute their thoughts, ideas and suggestions. Staff actively work towards providing a safe, friendly and stimulating environment where children take their first steps towards independence.

There is a wide selection of resources for the children to use inside and outside. The resources are well maintained and well organised to promote children's learning. Resources are stored wherever possible at the children's height to allow them to be independent and take responsibility for what they wish to play and work with. The needs and interests of the children are identified and met as far as possible. Staff go that extra mile for children with disabilities, and those for whom English is an additional language. Curriculum planning is prepared in detail and key workers are consulted about their children's needs and interest.

The nursery has strong links with the parents and carers. They spoke highly of the care and attention given to them and their children. One parent wrote in answer to the nursery questionnaire, 'This is a fantastic place, don't change anything.' Staff share children's learning journeys with parents and carers. The manager is exploring how staff can encourage parents and carers to contribute to the development stories of their children. There is an exemplary link with St Martin's Primary School. The nursery shares the outside provision with the reception class and the children become familiar with the daily routines and staff. The nursery and reception teacher have given the transition from nursery to school serious consideration and have developed an exceptional programme for children who will start school in September. The preparation has already given them confidence to paint a portrait of the reception teacher and write about her.

The quality and standards of the early years provision and outcomes for children

The setting is welcoming, attractive and cosy. Children have helped to make the room feel welcoming, with their bright colourful paintings and other work that is displayed. Children have a great sense of belonging and wear their Brown Bear tee shirts with pride like the nursery staff. There are warm relationships that have developed and there is lots of laughter and comforting smiles throughout the sessions.

At the start of their learning journeys, relevant information is obtained from parents and carers, and other sources to ensure that the children's particular needs are met. Children are provided with a good range of planned activities to help them learn and develop. Children want to come into the room and begin their work and they quickly become absorbed in learning and progress rapidly. For example, as soon as they have self registered, they look around at the activities and quickly go to the activity they want to work at. While children are working, adults engage the children in meaningful conversation to increase their vocabulary and give children the ability to hold conversations with each other and the adults. Children really enjoy drawing and share their creative ideas with each other. There is a good balance between child-chosen tasks and key worker led activities. There are some tasks that are less challenging for the more able and these children by pass them to seek out the equipment they wish to work with.

Children rise to the praise given to them by staff and they know what is expected of them. However, they do not consistently respond in an appropriate manner. Children sometimes find sharing equipment difficult and this leads to disagreements. Staff are on hand to talk to them and help them to sort out their problems, but children do not always listen to the adult's good strategies for resolution. Children are active learners and this helps them to gain appropriate skills for the future.

Children learn outstandingly about healthy lifestyles. At snack time, they know that they must pay attention to washing their hands and deciding on a healthy drink and snack of grapes, cheese and a rice biscuit. After an active and busy morning, they are ready for the snack. One said that the milk is good for his teeth and another said it is helping her to grow. They know how important it is to clean their teeth and there are delightful photographs of them paying great attention to the dental hygienist when she visited the nursery. Children know why exercise is important and they run energetically up the hill in the 'Secret Garden' before lunch.

Children are clear about how to take care of themselves and each other and have talks arranged for them from the police and know what to do in the event of a fire. They confidently run, jump and engage in a range of creative activities and use their imagination in activities, such as making necklaces with colourful beads.

Children enjoy learning here. They learn how to be creative and their curiosity is

nurtured to help them explore the world around them especially in the wonderful grounds of Brown Bear nursery and St Martin's School.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met