



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY280956

DfES Number: 516271

INSPECTION DETAILS

Inspection Date 03/11/2004
Inspector Name Catherine, Louise Sample

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Brown Bears Community Nursery
Setting Address St Martins Primary School
Shady Bower
Salisbury
Wiltshire
SP1 2RG

REGISTERED PROVIDER DETAILS

Name Brown Bears Community Nursery 1049876

ORGANISATION DETAILS

Name Brown Bears Community Nursery
Address 12 Manor Farm Road
Salisbury
Wiltshire
SP1 2RR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Brown Bears Community Nursery was opened in 1976. It operates from a room within a primary school in Salisbury. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday during term time from 09:00 to 12:00. The nursery has access to a secure and enclosed outdoor play area.

There are currently 19 children aged from 2 to under 5 years on roll. Of these 9 receive funding for nursery education. The nursery supports children with special needs and children who speak English as an additional language. The nursery serves the local area.

The nursery employs four staff. Two of them, including the supervisor, hold appropriate early years qualifications.

How good is the Day Care?

Brown Bears Community Nursery provides good quality care for children. The minimum staffing qualifications are met and the staff are committed to professional development. There is a good operational plan clearly showing how the nursery operates on a daily basis. The environment is well organised and decorated with colourful posters and displays of the children's work. The nursery keeps all the necessary records; policies and procedures although they are not stored securely.

The staff take positive steps to promote safety within the setting and the nursery provides a secure environment for children. The staff actively promote good health and hygiene. The children have regular and nutritious drinks and snacks. The staff promote equality of opportunity and take appropriate steps to promote the welfare and development of children with special needs. There are good arrangements to share child protection procedures with parents. The staff and committee do not have a full understanding of child protection issues.

There is a stimulating range of activities available for the children to select from. The staff interact well with the children and offer them plenty of praise and

encouragement. The nursery has an extensive selection of toys and materials that are used to provide a balanced range of activities that promote learning in all areas. There is a good selection of resources that reflect positive images of culture, gender, ethnicity and disability. The staff manage the children's behaviour well.

The staff offer parents a warm welcome and keep them well informed about the nursery through newsletters and notice boards. They work in partnership with the parents and respect their wishes.

What has improved since the last inspection?

At the last inspection the nursery was required to implement a key worker system, to ensure that there were enough toilets for the number of children, to ensure that the first aid box was adequately stocked and to ensure that there was a member of staff with first aid training on the premises at all times. It was also required to ensure that a sufficient range of stimulating activities for the children was provided, to provide parents with information about the activities provided for the children, and to draw up and keep a number of procedures and records.

The nursery now has a key worker system to ensure that a key member of staff co-ordinates information about the child's needs and progress and shares information with the parents. The nursery has moved premises since its last inspection and there are now enough toilets for the number of children and a nappy changing area. The first aid box is fully stocked and most of the staff have current first aid training. The children now enjoy a varied and stimulating range of activities that cover all areas of their development and help them to make progress. The parents are kept well informed about the activities that their children are doing. The procedures and records have been reviewed and the nursery keeps all the necessary records, policies and procedures for the safe and efficient running of the provision.

What is being done well?

- The staff have a friendly relationship with the children and interact well with them. They chat to them throughout the session about what they are doing and listen to them with interest. They ask them questions to make them think and offer plenty of praise and encouragement for all their achievements.
- The nursery provides a colourful and well organised environment for the children. The room is arranged into different subject areas to allow the children to move freely from one to another. There are attractive displays of the children's work and colourful posters and friezes around the room.
- The staff manage the children's behaviour well using appropriate techniques and reminding the children of the ground rules. They give clear explanations of why behaviour is unacceptable and help the children to learn right from wrong. They acknowledge good behaviour with praise.

What needs to be improved?

- the staff and committee's understanding of child protection issues
- the security of children's records.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1st April 2004 Ofsted have not received any complaints about this provider.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	Develop staff and committee's knowledge and understanding of child protection issues.
14	Ensure that records are stored securely to ensure confidentiality.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Brown Bears Community Nursery is of good quality overall. The children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development, communication, language and literacy, creative development, knowledge and understanding of the world and physical development. They are making generally good progress in mathematical development.

The teaching is generally good. Staff form good relationships with the children, asking them questions to make them think and giving them lots of encouragement. They manage the children's behaviour well giving praise and reinforcing the ground rules. They take appropriate steps to ensure the welfare of children with special needs, however, the ways in which children with English as a second language are supported is only satisfactory. Planning is sufficient to promote most areas of learning however not enough activities are planned to support some aspects of Mathematics. Good use is made of resources which are organised to ensure that all areas of learning are covered.

The leadership and management is generally good. Staff are well managed and have a clear understanding of their roles. There are frequent staff meetings and informal discussion about the provision. The nursery is committed to further development and improvement. However, there is no formal system in place to assess strengths and weaknesses which lead to some weaknesses not being fully addressed.

The partnership with parents is generally good. Staff have a friendly relationship with the parents and they are welcomed into the group. The parents are given good information about the setting and its provision. They are encouraged to share what they know about their children and staff suggest ways in which they can support their learning at home. There is no system in place for the children's records of progress to be shared with the parents.

What is being done well?

- The children are curious and confident to try new activities. They behave well, know the ground rules and are learning to take turns. They have many independent skills and operate independently within the setting.
- The children are confident speakers and older children use language well in real and imaginary situations. They enjoy listening to stories and can respond to simple instructions. They have good opportunities to recognise print in the environment around them and to experiment with mark making and the formation of recognisable letters.
- The children have free access to a wide range of resources and materials

with which to explore and express themselves. They have unlimited opportunities to use their imagination in art, music and role play.

What needs to be improved?

- the frequency of practical activities to encourage an interest in number problems and basic calculation
- the assessment of the provision's strengths and weaknesses
- the sharing of children's records of progress with the parents.

What has improved since the last inspection?

There has been generally good progress since the last inspection.

At the last inspection the key issues were to ensure that the children had regular opportunities to take part in interesting and stimulating creative and role play, to make the book corner a place where children could enjoy books and stories, to create opportunities for children to discover different aspects of the world around them and to use simple technology and, finally, to improve the daily planning and to show how it could be extended for older children.

The children now have excellent opportunities to explore colour, music, textures, shape and form on a daily basis. The book corner provides an attractive environment with colourful cushions and a canopy to encourage the children to use the area regularly and choose from a wide range of books. The children have good opportunities to learn about the living world and use simple technology on a daily basis. The planning has been developed to include the aims of the activities and most of the early learning goals to which they relate.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are happy and settled and interact well with the staff. They are motivated to learn and are interested in activities. They are encouraged to be independent and select their own resources throughout the session. They understand the boundaries set for their behaviour and generally behave well. They have many independent skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most of the children are confident speakers and can use language well in real and imaginary situations. They are able to recognise their names and some can also write them. They are good at listening and can follow simple instructions. They have opportunities to make marks and some can form recognisable letters. They enjoy listening to stories and looking at books. They have good opportunities to recognise print in the environment.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children are interested in shapes and use them in construction. They confidently use size and positional language. They willingly attempt to count in the right order and were observed to count to 11 during registration. They have opportunities to recognise numerals around the nursery. There are, however, limited practical activities to interest children in number problems and to introduce them to basic calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have opportunities to find out about living things and to investigate a range of materials. They show an interest in the world in which they live and observe and find out about it. They have opportunities to find out about their cultures and beliefs and those of others. They use simple technology on a daily basis.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move freely and with confidence. They are aware of healthy practices. They have opportunities to use both large and small equipment and have increasing control when fastening their shoes and coats, pouring drinks and using a knife. They use a variety of tools on a daily basis.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children have good opportunities to explore and experiment with a wide variety of materials and resources which are freely available on a daily basis. They are encouraged to use their imaginations in art, music and role play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase the frequency of practical activities to encourage an interest in number problems and basic calculation
- develop assessment of strengths and weaknesses of the nursery education provision to ensure that weaknesses are fully addressed
- ensure that records of the children's progress are shared with the parents.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.