

Baby Bears Day Care- Grange Farm

Inspection report for early years provision

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Inspection date 03/07/2012
Inspector Carolyn Hasler

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Baby Bear Nursery registered in 2010 and re-registered due to a change of premises in 2011. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and it is located in Grange Farm, Milton Keynes, Buckinghamshire. There are five rooms for children; these include three home rooms, a sleep room for the youngest children and a communal area. Washing, toilet and nappy changing facilities are close to the rooms. There is an enclosed rear outdoor play area for children to use. The nursery is open from 7.30am until 6.30pm Monday to Friday for 51 weeks of the year.

A maximum of 60 children under eight may attend the nursery at any one time. There are currently 83 children in the early years age range on roll, some in part-time places. The nursery supports a number of children who are learning English as an additional language.

There are 18 members of staff, 14 of whom hold early years qualifications to at least level 2. One member of staff has achieved Early Years Professional Status. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

In general, the provision is inclusive and children's needs are adequately met. However, this is not consistent across the nursery and some staff have a limited awareness of children's backgrounds and how to support them. Children make sound progress in most areas of their development. However, staff provide inconsistent support for their communication and language skills and the range of resources that promotes diversity is limited. Relationships with parents are appropriate although limited information is shared with staff to establish children's starting points. The nursery demonstrates a satisfactory capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop staff knowledge and skills to ensure that the support children receive as they learn is personalised to meet their individual needs
- develop further the two-way flow of information with parents to support staff in establishing children's starting points
- provide more positive resources to help children embrace differences in gender, ethnicity, language, religion, culture, special educational needs and

- disabilities
- develop and plan further for children's communication, giving them space and time to respond to open-ended questions.

The effectiveness of leadership and management of the early years provision

The manager and staff team effectively keep children safe. They are secure in their knowledge of child protection procedures. They understand their duties and responsibilities to work in partnership with key child protection agencies. There are effective procedures to monitor visitors to the premises and manage emergencies, such as uncollected or missing children. The nursery has a robust recruitment procedure to help ensure that staff are suitable to work with children. The health and safety of children is prioritised through regular risk assessments.

The manager and staff are generally effective in driving improvement forward. The manager actively encourages the development of her team through team meetings, appraisals and training opportunities. Ideas and suggestions from staff and parents contribute to an action plan and wish list for future improvements. The self-evaluation process successfully identifies some areas for development and staff are working together to improve outcomes.

The nursery adequately promotes equality and diversity. Children enjoy their time at the nursery and, in general, staff meet children's individual needs. However, there are inconsistencies in staff practice which means that in some rooms staff do not know enough about children's backgrounds to support them fully. For example, staff in one room have a limited understanding of the needs of a child who is learning English as an additional language.

The environment provides appropriate spaces to learn through play both inside and outdoors. Toys and equipment are stored in low level storage units to encourage children's independent learning skills. Overall, children have an appropriate range of resources to select from which support their learning and development. However, resources to support children's discovery of the diverse society we live in are basic.

In general, the nursery has positive relationships with parents. The manager and staff show warmth towards children and their families. There are sufficient channels of communication to enable parents and staff to share information. However, information about children's starting points is not shared effectively to help staff make an initial assessment of their learning. Staff encourage parents to contribute towards children's learning in other ways. For example, parents supply pictures, photos and information about special family events. This contributes towards parents feeling valued as children's primary educator. There are strong partnerships with other early years providers. Staff are currently working closely together with local schools to help children through the transitional period of starting school. There are close links with the local authority to support the development of this provision.

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

Children are settled at the nursery. They are happy to arrive and separate from their parents in order to join in with activities. They build strong relationships with the staff who are friendly and offer lots of affectionate reassurance. Throughout the nursery children are learning socially acceptable behaviour according to their ages and abilities. Younger children happily play alongside others and acknowledge their existence. As they grow older their confidence around other children increases and friendships begin to form. Children play in small groups and also participate in large group activities. Staff act as good role models and help children learn to negotiate and share resources. Kindness and politeness is rewarded by praise. This helps children feel a sense of self-worth and commitment to their community. Some children are able to share small snippets of their own culture through music and home languages. Celebrations around national events and special days in the calendar help children learn about the wider society they live in. Children learn to play safely as staff give them timely reminders about safety issues.

Children are learning about how to maintain their own good health through effective modelling and teaching by staff. They enjoy opportunities to let off steam in outside spaces but also make use of inside spaces to be physically active. Younger children are reaching important milestones in developing the skills they need to walk. Older children build on a large scale with tyres and crates to create impressive structures. There are effective strategies in place to help children to develop good hygiene practices. More able children use the toileting facilities by themselves, washing their hands and using appropriate resources to maintain their good health. A resident cook provides children with healthy nutritious meals and takes account of their dietary requirements. Children are building awareness of how to live healthily through projects about healthy lifestyles.

All children hear language all around them during their day at the nursery. This helps them to develop appropriate language skills. However, while there is some use of open-ended questioning this is not yet consistently practised by all staff to strengthen children's ability to communicate. Children enjoy books, asking staff to read stories or browsing through them by themselves. They understand that words have meanings as labelling is clear and accompanied by pictures. Children's art work is displayed throughout the nursery and shows various stages of early writing skills. Some children are able to form letters. Mathematical language is appropriately encouraged by the staff who reflect with children on their learning. Children have opportunities to explore building resources, numbers, shapes, colours and patterns during everyday activities and during adult-led activities. There is a range of resources which help children gain confidence in using information and communication technology. These range from interactive cause and effect toys for younger children to audio resources and computer units. Children have time to explore resources and are also helped to understand and use resources through the support of staff. Staff make regular observations of children's achievements and use this information to plan for their learning needs.

As a result children make sound progress and build the skills they need to support their learning journeys in the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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