

Three Bears Nursery

Holt Road, Bovington, Wareham, Dorset, BH20 6LE

Inspection date	25/09/2012
Previous inspection date	05/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- A good range of resources is easily accessible to children to support their interests and developmental stage, including a well-resourced outdoor play area. This promotes children's physical development, and allows them to explore and play within the fresh air.
- Children use their imaginations well and explore with their senses. They role play, explore media and materials with their hands and tools, and explore different textures, lights and sounds in the multi-sensory room.
- Children in the pre-school room are learning about keeping safe through actively helping to complete safety checks every day.

It is not yet good because

- The key person system and organisation of staff in the baby and toddler room, does not help all younger children in forming secure attachments. In addition, this does not promote these children's well-being and some aspects of their learning effectively.
- Children's healthy lifestyles are not fully promoted. Some younger children are not provided with sufficient food at meal and snack times when they request more, and not all staff wash their hands before serving children food.
- Systems for staff supervision are not sufficient in addressing the inconsistent practice of staff in meeting children care and learning needs.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and quality of teaching in the three play rooms and outdoor play area.
- The inspector took account of the views of parents.
The inspector held a meeting with the manager to assess suitability and
- qualifications of staff and management's knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage.
- The inspector looked at children's assessment records and planning documentation.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Full Report

Information about the setting

Three Bears Nursery opened in 1995 and relocated to its current premises in 2004. The nursery operates from a purpose built single storey building adjacent to Bovington First School. The accommodation offers dedicated playrooms for babies, toddlers, pre-school

and school-aged children. There is an enclosed outdoor play area for children to use.

The nursery is committee run and is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday from 8am to 6pm, for 48 weeks of the year. A breakfast, afterschool and holiday club is offered for school-aged children up to the age of 12 years. There are currently 59 children on roll in the early years age group. The nursery is registered to receive government funding for nursery education. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery supports children who learn English as an additional language.

The nursery employs a qualified manager who holds an NVQ at level 3 in child care and education. She is supported by 15 members of staff, of whom 11 hold appropriate childcare qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a more effective key person system to ensure that every child's learning and care is tailored to meet their individual needs through forming secure attachments.
- ensure arrangements for staff supervision address the inconsistent practice of staff in meeting children's care and learning needs through coaching to improve their personal effectiveness.

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

- improve children's healthy lifestyles by responding to their communications regarding the need for food, especially when they ask for more at snack and meal times and by improving staff hand washing routines to support children's understanding that good hygiene practices can contribute to good health.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Some children are making good progress in their learning, however, this is not consistent for all younger children attending. Children enjoy a range of learning experiences and activities planned to support their interests and next steps of learning. This includes a balance of free-play time, adult-organised activities and lots of outdoor play. Staff working in the pre-school room use effective teaching methods to help children progress. For

example, they ask lots of open ended questions, talk with children throughout their play and feedback their achievements to them. However, staff working with children under three years do not always ensure challenges are suitable to meet the developmental needs of these younger children. While they question the children to encourage them to think and share their views, these questions are often closed and insufficient time is given for the children to respond. In addition, at times, the noisy environment prevents some children from focusing and getting involved in the activities.

Children's learning is monitored and assessed individually by their key person and in partnership with parents. Entry records completed by parents provide staff with information relating to children's interests and needs. Staff complete observations to assess children's developmental stage and achievements, which they illustrate with photographs and examples of work. Staff are still learning to use this new system to help ensure that precise assessments are made. As a result, children's interests are promoted well, but not all areas of their learning to help them make good progress. Parents are actively encouraged to get involved in their child's learning. For example, they attend annual meetings with the key person, and borrow books and 'chatter boxes' to extend learning at home.

Older children's personal, social and emotional development is promoted well. They arrive happy and excited and seek out staff and friends to share news and to play with. Children are developing good independence and enjoy helping and completing tasks. For example, they volunteer to wash up after snack, tidy up toys, manage their own personal hygiene and younger children attempt to dress themselves. However, the younger children are not supported well in developing relationships with carers to support them in forming a safe and secure base from which to thrive. Their care is given, on occasions, by several different carers, some of whom are unfamiliar. Children behave well. They are forming friendships with peers and some learn about the impact of their behaviour on others. Children's communication and language are developing suitably. Older children are learning to listen well to others talking. They answer questions and join in discussion with enthusiasm. Younger children follow staff instructions, such as, 'stand by the door please' and, 'can you find your coat please' when preparing to play outside. All children enjoy regular singing, rhyming and story times.

Children of all ages are making good progress in their physical development. They have extensive opportunities to play outside in the garden in all weathers, supporting the needs and preferences of more active children. They pedal on bikes and scooters, push buggies, play hoop, ball and racket games, climb and slide, balance, dig and run freely. Children play hopscotch, negotiate spaces, such as driving cars or bikes into a parking bay and tumble with the soft play equipment in the log cabin. Younger children use the sturdy low level furniture to pull themselves up, balance and walk. Children learn about keeping safe through the golden rules, and those in the pre-school room take turns to be 'safety spy' each day. They move around the indoor and outdoor play areas with staff checking safety aspects which they mark off on a chart. Children explore the natural environment within the garden. For example, toddlers find slugs and snails, and look for a frog they found previously and older children observe ducklings who are visiting for the week. All children get involved with planting, tending and harvesting flowers, fruit and vegetables in the garden. Children are learning about their own lives and backgrounds as well as those of

others from around the world. They walk locally to visit the cafe, library and to observe the tanks and army horses. They explore festivals from around the world and play with some resources that reflect diversity. Children in the pre-school room take Snowden, the holiday bear, away with them. Parents record their adventures illustrated with photographs in his scrapbook which is shared with the group on his return.

Children hear and use mathematical language in their play. They count in action songs and older children are learning to recognise and name numerals. They name shapes and use their knowledge of shape and size to complete puzzles and build constructions. Younger children operate activity toys to open boxes and make lights and sounds. They also explore different objects in treasure baskets to find out what they do. Children of all ages independently access a range of books, relevant to their developmental stage. Staff include props to encourage children to participate and to support their understanding of the story. Children make marks purposefully, for example, drawing, marking off checklists, and writing their names when ready. Children use their imaginations and senses well with a good range of resources, media and materials. They explore texture, light and sound in the multi-sensory room, they use their hands and tools to explore dough, foam, sand, paint and soil. Children play imaginatively with resources reflecting everyday life, such as changing home corners, dressing up clothes, dolls, cars and trains. Some children seek out props to extend their play, such as finding piping to roll cars down.

The contribution of the early years provision to the well-being of children

The key person system does not help all younger children in forming secure attachments or promote their well-being effectively. Children are assigned a key person, but not always on admission, and key persons are often not available when younger children attend to ensure their needs are met. In addition, the organisation of staff working with younger children does not always ensure their care routines are met consistently, and their emotional needs met well at busier times of day, such as lunch time. Key persons visit the pre-school room with children to support their transition through the nursery. Staff link with parents daily through discussion, and daily care sheets relaying their care routines. Links are also established with other settings some children also attend, and with external professionals regarding any additional needs for children.

Children behave well and most are supported in learning about positive attitudes and good manners. Children are cared for within a suitable environment which is clean, secure and generally well-maintained. Risk assessments are conducted, but not always updated to monitor risk in all aspects of the premises, such as the baby sleep room and the new log cabin. Children are developing an appropriate understanding of the importance of healthy lifestyles. They join in the many physical activities with enthusiasm. They manage their personal hygiene well through regular hand washing, although staff do not always act as good examples through washing their hands before serving children's meals. Children also use the 'nose wiping station' in the pre-school room. Children enjoy healthy, well-balanced meals and snacks. Children in the pre-school room enjoy a leisurely cafe-style snack time when they serve themselves and during which some linger to socialize. However, not all

younger children are provided with sufficient portions of foods, and some are refused when they ask for more. In addition, the inconsistent key person system does not always support babies in taking milk feeds well at busier times of day.

The effectiveness of the leadership and management of the early years provision

The management and staff have a suitable knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. A secure recruitment and vetting procedure ensures all staff are suitable to work with children. This is followed by an induction to ensure new staff are clear of their roles and responsibilities and the key policies, procedures and routines. Appraisals are completed every two months to discuss areas for development and training needs. Staff supervision has recently been introduced by the local authority, but prior to the manager's return to work. As a result, this has not yet been fully successful in addressing staff's inconsistent practice and issues relating to personal effectiveness, especially in the baby and toddler room. All staff are expected to attend key training events. This includes safeguarding children. As a result, staff are clear of their roles and responsibilities in safeguarding children, and alerting management to any concerns.

The management and staff all have a sound knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. All staff are involved in implementing new systems for planning and assessing children's learning, although their level of understanding varies. As a result, children's progress varies throughout the setting. The views of staff and parents are sought and used in the development of the provision. In addition, the local authority carries out quality inspection visits with suggested areas for improvement. This information is collated and used to develop action plans, and as a result, several improvements have been made.

Partnerships with parents are established from the start. Parents complete information to support staff in meeting their child's needs. They are kept informed through displays, discussion and home link books. Children are encouraged to keep in touch with parents serving overseas. For example, they complete 'blueys' with drawings and news about what they have been doing and the parent's reply is shared with the group. Parents state, when asked at inspection, that their child, 'enjoys coming' and, 'especially enjoys playing with cars and staff always ensure these are out for him'. Staff have formed suitable links with other practitioners who are also involved in children's care and learning. This helps meet their needs consistently and promote a smooth transition between the settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	153471
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Local authority	Dorset
Inspection number	884458
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	83
Number of children on roll	59
Name of provider	Three Bears Educare Limited
Date of previous inspection	05/11/2008
Telephone number	01929 405777

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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