

Baby Bears Day Care- Grange Farm

128 Dunthorne Way, Grange Farm, MILTON KEYNES, MK8 0LW

Inspection date	05/12/2012
Previous inspection date	03/07/2012

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

The quality and standards of the early years provision

This provision is good

- The staff are very clear about their role and responsibilities as a key person. Therefore, parents develop trusting relationships with staff in order to support their child both in the nursery and at home.
- Children are highly involved in activities and have fun as they learn through play.
- Staff plan and provide a broad educational programme which supports children to make good progress in their learning and development.
- Children are safe and secure, and their welfare needs are met effectively.
- The effective system for self-evaluation means that the setting knows its strengths and weaknesses and is well placed to make continuous improvements.

It is not yet outstanding because

- There are too few opportunities for children to practise writing during role play.
- Children are not always able to listen and concentrate during story time because they are easily distracted by other children's activities.

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 taking place in all the play rooms and the garden.
The inspector sampled records and documentation relating to: children's progress and development; safeguarding and welfare; staff suitability; parent questionnaire responses; and the nursery's records relating to self-evaluation.
- The inspector discussed the leadership and management of the nursery with the manager.
- The inspector also took account of the view of several parents spoken to on the day.

Inspector

Kim Mundy

Full Report

Information about the setting

Baby Bear Nursery registered in 2010 and re-registered due to a change of premises in 2011. 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.

The nursery is in receipt of funding for the provision of free early education to children aged three and four years. There are currently 67 children in the early years age range on roll. Children attend for a variety of sessions. The nursery supports a number of children who are learning to speak English as an additional language. There are 16 members of staff, 14 of whom hold early years qualifications to at least level 2. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- plan opportunities for writing during role-play and other activities.
- organise story time to enable children to listen to stories with increasing attention and recall.

Inspection judgements

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

The staff have a good knowledge and understanding of how children learn and develop. Effective systems are in place for observing and assessing children's learning, so that a clear picture emerges of how each child is progressing. From baby to toddler to pre-school, children are finding out how things work as they press buttons to make things pop or light up, to controlling the mouse when using the computer. Babies use their senses as they explore treasure baskets, feeling different objects and listening to sounds. All children enjoy activities such as painting, sticking, play dough, water and sand play.

Children are developing their imagination through role-play in the home corner. Babies offer cups of tea and toddlers use stethoscopes to listen to the doll's heart-beat. The pre-school children engage in more complex story lines as they initiate a trip to the moon. During the activity, staff skilfully extend children's imaginations by asking questions and making suggestions. Children confidently count forwards and backwards from 1 to 10 as their rocket takes off. They mimic walking on the moon with 'heavy boots on'.

Babies and toddlers are learning about numbers, colours and shapes as they use posting

boxes, stacking rings, bricks and puzzles. All children are exploring measurement as they fill and empty containers in the water play. A delightful activity in the pre-school room involves children sorting Christmas decorations such as tinsel, gift bows and baubles into baskets. They do this confidently in different ways, for example, sorting by colour and type.

During their time at nursery, children acquire good literacy skills. Babies enjoy making marks with chunky crayons on a large sheet of paper and toddlers make marks with their fingers in sand. Several pre-school children are able to draw recognisable pictures, such as their family. They are practising their early-writing skills, although this is not always extended in the role play area. All children enjoy story times, however, on occasions they do not listen and concentrate because the organisation of the story time means that they are easily distracted by others around them.

Children are learning about the world in which they live. They participate in festival celebrations, such as Diwali and taste foods from around the world. They are learning about people who help us, for example, fire fighters who visit the nursery. Children are finding out how things work as they click and drag the mouse when using the computer, use telephones and cash tills. They observe the change in the seasons as they observe the leaves over the park. They are learning to care for living things, such as the nursery's African snails and fish. Furthermore, in the garden, they enjoy big game hunting. There is clear evidence to show how well children progress through the nursery and by the time they leave, they are well prepared for the next stage of their education.

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

Children form close bonds and secure emotional attachments with their key person from the outset of child care arrangements. All children's behaviour is good, which enables successful learning opportunities because their play is not disrupted by managing different behaviours. Children are happy and clearly enjoy what they doing. They play cooperatively and have many opportunities to develop their independent skills. For example, as they choose what to play with and put on their coats to go out in the garden. Children are confident to talk and play with adults and each other.

The tracking of children's care arrangements is good. Policies and procedures are in place relating to promoting children's good health. Children's dietary needs are catered for and they enjoy a balanced and nutritious diet. The cook and staff preparing meals have completed food hygiene training and follow guidelines in relation to storing foods correctly. The menu is displayed for parents and demonstrates that children are offered a variety of snacks, which include fresh fruit platters and bread sticks. All children access their cups and drinking bottles independently throughout the day. Babies enjoy the comfort of cuddles as they are bottle-fed by staff. Children are encouraged to manage their own hygiene and personal needs for example, washing hands, putting on clothing and blowing their noses. Staff follow good hygiene routines for nappy changing and children have individual bed linen at rest times.

Children are learning to keep themselves safe. Babies begin to take small risks as they step up and out in to the garden. Older children are learning to use tools, such as scissors safely. Children practise the emergency evacuation procedure and when they go out and about in the local community they discuss road safety. There is a good range of nursery equipment, toys and resources to meet the needs of the babies, toddlers and pre-school children.

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

The staff have a good knowledge and understanding of child protection issues. They know the indicators of abuse and the correct procedures to follow. Suitable password and photo systems are in place to collect children in emergency situations and visitors to the nursery are required to sign in and out using the visitor's record book. As a result, children are safeguarded. Effective risk assessments of the environments in which children play and outings mean that children are safe and secure on the premises. Good record keeping procedures are in place for medication administration and accident reporting to further support the safety and well being of the children.

Effective self-evaluation means that staff reflect upon and improve the service they provide for the children and their families. Since the last inspection, the staff have worked hard making significant changes to benefit the children. For example, good systems are now in place to gather information about children's learning and development from the outset of child care arrangements. Further resources are provided to help children to develop an understanding of diversity. The staff team have completed the Every Child A Talker programme. This further supports their work to help children to make good progress in the communication and language skills. Effective and on going systems are in place to monitor staff performance. All staff have opportunities to build on their current skills and knowledge by attending training courses. For example, first aid, food hygiene, epi-pen administration, and safeguarding.

The staff work very effectively as a team to meet the individual needs of the children in their care. When caring for children with English as an additional language, staff ask parents to provide key words to use with their children and these are displayed in the play rooms for other staff to refer too. Photos and pictures are used as visual prompts to support children's communication and language. For example, the time table of the day so children are aware of what is happening next. In addition, several staff speak other languages to support the children in the nursery. Therefore, children who are learning to speak English as an additional language have opportunities to make good progress in their communication and language skills.

Good communication systems are in place, such as children's learning journals, daily diary sheets and new parents information sessions, which are very successful. Staff know their role and responsibilities as a key person, which includes coordinating children's care and learning needs. Home visits are offered to all parents and settling arrangements are individual to each child, so they separate happily from their carer. Staff plan for children's

individual learning and closely monitor their progress towards the early learning goals, which helps them to set future learning targets. Ideas are shared with parents to extend their children's learning at home. For example, pairing socks in order to build on their early understanding of maths. Consequently, parents are able to establish trusting relationships with staff in order to support their child both in the setting and at home.

The staff establish good links with the local receiving school and the teacher visits the children in the nursery to get to know them. Staff also provide a transfer to school report for parents and teachers, which details children's progress towards the early learning goals. Discussions with parents during the inspection reveal they are unanimous in their positive views about the service they receive.

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	EY437179
Local authority	Milton Keynes
Inspection number	889259
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	67
Name of provider	Baby Bears Day Care Limited
Date of previous inspection	03/07/2012
Telephone number	07824666077

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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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