

Three Bears Nursery

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

Inspection date	31/07/2013
Previous inspection date	25/09/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		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

- Children are happy and settled in a busy and stimulating learning environment.
- Staff know children well as individuals and promote their good progress through an effective observation and assessment system.
- Staff are enthusiastic and interact positively in children's play and activities.
- Good communication with parents enables staff to meet children's needs well, overall.

It is not yet good because

- The security system is not always effective in making sure unauthorised persons do not enter the premises.
- Self-evaluation does not include parents' views in order to bring about improvements.
- The procedures for sharing information, when children attend other early years settings, is not understood by all staff.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and spoke to children during their activities both inside and outside.
- The inspector carried out a joint observation as agreed with the manager.
- The inspector interviewed the provider and the manager.
- The inspector sampled records and documentation, including children's progress records.
- The inspector took account of parents' views obtained in person.

Inspector

Brenda Flewitt

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 and toddlers, pre-school and school-aged children. There is an enclosed outdoor play area for children to use. The nursery is open Monday to Friday from 8am to 6pm, for 50 weeks of the year. A breakfast, afterschool and holiday club is offered for school-aged children up to the age of 12 years.

The nursery is committee run and is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 137 children on roll, of whom 62 are in the early years age group. The nursery provides funded early education for three and four year old children. The nursery employs a team of 12 staff, one of whom has achieved Early Years Professional Status; most of the others are qualified to level 3.

What the setting needs to do to improve further

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

- improve security systems to ensure that unauthorised persons cannot enter the premises.

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

- develop further partnerships with parents by seeking their views to contribute to evaluating the provision
- clarify the system for developing relationships with other early years providers when children attend more than one setting, so that it is understood by all staff.

Inspection judgements

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

Children enjoy their time at the nursery. Key persons have a good understanding of the Early Years Foundation Stage learning and development requirements. They provide a stimulating and fun environment where children learn through play and exploration. Staff

plan a broad range of activities, both inside and out, according to children's interests and learning needs. They assess children's progress effectively, using written records that include observations of children's play and achievements. Key persons use this information to identify clear next steps, which they then use in the planning of activities. They invite parents to share what they know about their child's development at home through discussion and regular 'communication sheets'. Key persons have a good understanding of their responsibility for completing progress checks for children aged between two and three years.

Staff promote children's language well. They talk with children during their activities, asking purposeful questions and posing problems to help them think and recall. Staff describe what is happening so that young children develop their vocabulary and understanding. For example, staff talk about colours, hand and footprints as toddlers explore and mix paints. From a young age, children enjoy books and stories. Staff provide a good range of books that children can select for themselves. The inviting quiet spaces encourage children to relax and listen well. Older children join in with familiar phrases and suggest ideas as staff read a favourite story to them in a group. Staff use props such as a 'listening dog' to encourage children to remember to listen and respect one another. Staff provide opportunities for listening to stories in a different environment as they take the children to a local library. Staff plan various activities that encourage children's awareness of number, shape and measure. For example, young children transfer water and sand using a variety of containers, and older children take pride in planning and making models with various construction materials.

Staff plan real life experiences to promote children's understanding of the natural world. For example, children were involved in the process for hatching hen's eggs. They learnt that the eggs must be incubated and kept warm. They observed the eggs hatch and learnt about feeding the chickens. Staff extended children's knowledge about life cycles, which included finding out information and displaying their own artwork. Visitors who come into the nursery help children understand about important aspects of their health and safety. For example, fire safety officers remind children about the hazards of fire and how to stay safe, repeating the slogan, 'get out and stay out'. A visit from a dental nurse raises children's awareness of oral health by teaching them the importance of cleaning their teeth.

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

Children throughout the nursery are happy and settled. Key persons get to know children well as individuals, which enables them to meet their needs well. Children develop warm and trusting relationships with the adults that care for them. Key persons implement an effective 'buddy' system in the toddler room, which means that young children have consistency in their daily routines. Staff enable siblings to meet at times during the day. All this helps children feel safe and secure. Staff help children's smooth move on to the next stage in the nursery by introducing regular visits to the pre-school room to promote children's confidence. Staff prepare children well for school as they encourage their independence in practical skills such as, preparing food, managing clothes and their

personal hygiene. Arrangements to visit the school and meet their prospective teachers, help children know what to expect in a new situation. Children behave well. From a young age, they know what staff expect of them through familiar routines and clear explanations. Children learn to take turns and display good manners. Staff regularly praise children for their efforts and achievements, which helps boost their self-esteem. Staff encourage children to be aware of their own safety. Children take turns to be the 'safety spy', which involves identifying hazards, both inside and out, recording their findings and reporting to an adult. Overall, this helps to maintain a safe environment for the children to play. However, the weaknesses in the security systems mean children's well-being cannot be fully assured.

Children confidently move around the nursery. They make their own choices from a good range of resources, both inside and outside. Staff store play equipment thoughtfully, at low level with written labels and pictures. This means that children can easily select for themselves and extend their own play and learning. Children practise good routines for personal hygiene and develop increasing independence as they use toilet and hand washing facilities unaided. They make choices from healthy options at meal times, with food freshly cooked on the premises to provide children with a balanced diet. Staff are vigilant about respecting children's dietary needs and allergies. Clear information is displayed to make sure that everyone is sure about any foods that would cause a bad reaction. Staff are clear about and implement the nursery's sickness policy so that children are not put at risk of infection. Staff provide daily opportunities for children to have fresh air and exercise to promote their good health. For example, children develop confidence in moving and steering wheeled vehicles as they take part in road safety role play. They stop and start according to the colour of the traffic lights, and skilfully avoid obstacles and one another.

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

Leadership and management are satisfactory. The nursery has recently undergone a staff re-structure. The manager and provider are both developing their understanding of aspects of their roles. They have attended management training to increase their knowledge. Nonetheless, well qualified staff who work with the children, communicate effectively so that the day to day running of the nursery is smooth and children's needs are met well, overall. In general, staff implement clear policies and procedures that promote the safety and welfare of the children. However, the security arrangements are not always effective in making sure unauthorised persons cannot enter the building. Although there is a key pad on the internal entrance door, it is not monitored when visitors are leaving the nursery to ensure the security. This means children are not fully protected from unvetted adults and therefore their safety, welfare and well-being are not consistently safeguarded. As a result, the provider is not meeting the requirements of the Statutory Framework for the Early Years Foundation Stage and the associated requirements of the Childcare Register. Nonetheless, staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. Staff keep their knowledge

up to date through regular training. There is a detailed policy for staff to refer to, which they share with parents.

Overall, staff establish positive partnerships with parents. They supply detailed information about the nursery by way of written policies, regular newsletters and displays. Key persons seek information from parents when children start at nursery that enables staff to meet their individual needs well. This includes information about health and dietary needs. Parents' contributions are encouraged towards their child's progress records, and staff supply 'take home' bags. These help support parents in aspects of their child's development, such as sleep routines and toilet training. Parents say that their children are very happy and are making good progress, particularly in their communication skills. They feel that key persons know their children well and help prepare them well for school. There has been communication with other providers when children also attend other early years settings, to share information to promote their overall development. However, management is not clear about the nursery's responsibility in establishing dialogue with other providers; therefore, consistency in practice is not monitored.

The provider has successfully addressed the recommendations set at the last inspection, which has improved aspects of children's enjoyment and learning. The manager has started to monitor staff effectiveness through regular supervision and appraisals to help identify any training needs. There are some successful self-evaluation methods to help identify areas for improvement. For example, staff are considering ways to extend children's learning in the outdoor area. Staff visit and meet with other providers to share good practice ideas, which contributes to continuous improvement in children's experiences. However, staff do not actively seek parents' views about the provision to fully include them in the evaluation and improvements in outcomes for their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of the people caring for the children (compulsory part of the Childcare Register).
- ensure that no one can enter the premises without the knowledge of the people caring for the children (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 action. 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
Local authority	Dorset
Inspection number	926216
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	137
Name of provider	Three Bears Educare Limited
Date of previous inspection	25/09/2012
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, which are usually the childminder's 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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