

Bear Care, Thurmaston Day Nursery

Inspection report for early years provision

Unique reference number	EY289841
Inspection date	14/11/2008
Inspector	Judith Chinnery
Setting address	Colby Lodge Farm,, Warren Drive, LEICESTER, LE4 9WU
Telephone number	0116 2461122
Email	
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Bear Care Day Nursery is one of four nurseries run by private providers. It is registered on the Early Years Register, the Child care Register and the Voluntary Register. It opened in 2004 and operates from a converted house. It is situated in Thurmaston on the outskirts of Leicester. A maximum of 37 children may attend the nursery at any one time. The nursery is open each weekday from 7.30 to 18.00 for 52 weeks of the year. All children share access to a secure outdoor play area. Access into the setting is via some shallow steps with babies and toddlers situated on the ground floor. Older children are cared for upstairs.

There are currently 31 children on roll, of these, 15 children receive funding. Children come from a wide catchment area, as most of their parents travel to work in and around Leicester. The nursery supports children with learning difficulties and/or disabilities and also supports four children who speak English as an additional language.

The nursery employs five staff, of these, four hold appropriate early years qualifications and one is working towards a qualification.

Overall effectiveness of the early years provision

The care, learning and play needs of most children are well met in this setting. Staff and managers are committed to creating an ethos for the setting which enables children to do well. Children's individual and diverse needs are met effectively in this setting because staff ensure all children are included. The setting is also developing effective partnerships in the local community to support children's learning. Whilst there are some minor weaknesses in some areas the setting is committed to continually improving and is starting to evaluate their practice more effectively.

What steps need to be taken to improve provision further?

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

- develop staff's understanding of safeguarding children is up to date and that they can respond confidently to any concerns which may arise
- develop staff's ability to question and promote children's ability to think critically so that all children are stretched and challenged to make progress in their development
- develop and encourage more reflective practices, self-evaluation and informed discussion to identify strengths and priorities for improvement to improve the quality of provision for all children.

The leadership and management of the early years provision

This setting benefits from being well led by a strong management team. Structures for line management are clear and supportive. Robust recruitment procedures work well in practice to ensure that staff are suitable and qualified in caring for young children. Policies and procedures are comprehensive and clearly understood by the staff. This means that the staff have a clear framework to guide and underpin their practice.

The setting has started the process of evaluating their practice but this is very much led by senior managers and is not yet specific to the setting. Managers and staff participate in an annual appraisal of their work and are able to identify their own personal strengths and weaknesses effectively. While managers maintain a general overview of the setting's strengths and identify some areas for improvement, they have not yet developed their own clear vision for future developments.

Children are protected and safeguarded in this setting because managers have a clear understanding of safeguarding procedures. Staff are clear about line management procedures for reporting and recording their concerns. Managers are also clear about their responsibility to report their concerns to Children's Services and Ofsted. However, some staff are less confident in their understanding of safeguarding, largely due to inexperience or having completed training some time ago.

The setting is continuing to develop its partnerships with parents, carers and others. Opportunities for parents and carers to contribute to what their child needs to do next is enabling them to become more involved in their child's learning. The setting is also developing its partnerships with others such as the local schools to enable them to offer care which is complimentary and meets children's individual needs.

The quality and standards of the early years provision

Children are well supported by the staff in making generally good progress in their learning and development. This is because key worker systems are effective in enabling young children to build close relationships with staff and each other so that they feel safe and secure.

Children's good health is promoted well, they really benefit from being active. They develop good physical skills in climbing, running and jumping because they can access a variety of resources both inside and outside. Children also enjoy a wide range of different foods at snack and meal times which include fresh fruit and vegetables. Children are learning about keeping themselves safe because they are able to move around the setting safely. Staff are also active in reminding them how to avoid hazards such as using the stairs appropriately.

Children are enjoying and achieving well. Babies and toddlers experience a wide

range of activities such as sand play, painting and role-play which they can explore and investigate for themselves. Children of all ages enjoy listening to stories, singing and dancing to music. Babies are fascinated by filling and emptying containers while older children are beginning to count and solve some simple problems such as working out which bike fits in which parking space. Most children access simple technological toys, babies and toddlers enjoy the cause and effect resources while older children are becoming more familiar with the computer. This means that children are also developing sound skills for the future. However, whilst children and staff enjoy talking and reading together, staff are less confident in their questioning and consequently miss opportunities to challenge children and help them to develop good thinking skills.

Children are included in the setting and are developing their skills in making a positive contribution. Staff learn key words in children's home languages so that children are well supported in learning English. Staff and parents and carers also work closely together sharing information about their children. This means that their individual needs such as for food, comfort and sleep are well met. Children also behave well in the setting because staff give clear explanations and sensitively support children in taking turns and sharing.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there has been one complaint made to Ofsted that required the provider or Ofsted to take any action. Concerns were raised regarding staffing ratios. An inspector visited the setting and found that on occasion this was the case. Three actions were raised regarding contingency plans, appropriate staffing and maintaining ratios. The provider has since complied with these actions and made appropriate arrangements to manage staff to child ratios. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.