

# Nanny Bears Day Care Centre

Badger Hill Primary School, Marston Road, Saltburn By The Sea, TS12 2XR

## Inspection date

Previous inspection date

30/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Children are effectively safeguarded because staff have had suitable checks completed and have a good understanding of their role in keeping children safe from harm.
- The quality of teaching is good. Children are happy, busy, enthusiastic and confident learners. They independently access a wide range of activities and resources, indoors and outdoors, to support them in making good progress in their learning.
- Staff create a warm, welcoming environment where children settle and develop close relationships with their peers and adults working with them.
- The management team has high expectations of themselves and children. They have clear action plans so that they achieve their goals and aspirations to improve the service and children's learning over time.

### It is not yet outstanding because

- Staff have not fully explored further ways to encourage all parents to share even more information about what their child is learning at home.
- Occasionally the organisation of snack-time does not fully promote children's independence skills.

## 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 activities taking place in the nursery room and the outdoor play area.
- The inspector held meetings with the registered provider, the manager and headteacher of the linked school and discussed a range of policies and procedures.
- The inspector spoke to staff and children during the inspection. She conducted a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day and from the setting's own parental questionnaires.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form.

## Inspector

Karen Tervit

## Full report

### Information about the setting

Nanny Bears Day Care Centre was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a demountable building in the grounds of Badger Hill Primary School in the Brotton area of Cleveland, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2, including the manager who has an early years qualification at a level 6. The nursery opens Monday to Friday all year round. Sessions are from 6am until 6pm Monday to Friday. Children attend for a variety of sessions. There are currently 45 children attending, 25 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- strengthen the already good partnerships with parents in order to promote even more effective sharing of information about what children are learning at home
- enhance the opportunities children have to develop their independence skills, for example, by pouring their own drinks and preparing their snack.

### Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and of how young children learn and develop. They plan a rich and stimulating play and learning environment. Consequently, children are enthusiastic and confident learners. Staff show great enthusiasm and clearly enjoy spending time with children. They work closely with parents and carers before children start to attend to establish children's starting points. Consequently, they plan appropriately to continue children's learning. Staff record their observations of children's development and skills and use this information to plan activities to help children make progress. They use relevant early years guidance to assess all children's development so they can identify any areas of concern quickly. As a result, children are making good progress given their individual starting points. In addition, staff carry out half termly assessments of children's progress, including the progress check for children aged between two and three years. This allows staff to accurately track children's progress and identify any gaps in their learning. As a result, children are developing the

skills and attitudes needed to prepare them for their next stage of learning, such as, moving onto nursery and school.

The quality of teaching is good. For example, staff are highly skilled at using a range of effective teaching techniques as they talk, question and show children how to use and play with resources in different ways. Children's mathematical skills are enhanced as staff support them to count and recognise numbers. Staff introduce descriptive words such as 'big' and 'little' into children's play and support them to understand concepts such as 'more than'. For example, as children roll balls along the piece of string outdoors, staff ask them, 'how many have you got?' and talk about different sizes and colours. This enables children to begin to understand the language of size. Staff provide children with a wide range of books and children show their enjoyment as they access the books independently and for their own pleasure. They listen intently to stories read aloud by staff, who use lots of expressive language. This successfully maintains children's interest in the story and positively promotes children's early literacy skills. Children sit with their friends at circle time and enthusiastically join in with the Hello song. Consequently, they are beginning to learn to sit together, take turns and recognise their friends names. Children receive good opportunities to make marks. For example, they paint indoors and outdoors using a variety of tools, such as, brushes and rollers as well as using different items in wet and dry sand. Staff support children's growing interest in mini-beasts, as they explore the slugs they find on the tyres. Staff extend this learning by supporting children in counting them, asking children to remember what they saw when they went on a bug hunt and by providing magnifiers so they can see the creatures eyes and antennas. Consequently, children remain engaged and interested in this activity for some time. Children develop good physical skills. They handle tools and glue sticks with growing confidence. They have easy access to the exciting outdoor environment where they are supported in developing their climbing, crawling and balancing skills on the small grassed hills, construct using a wide range of real resources and explore the mud kitchen.

Staff value the information they gather from parents and settings children have previously attended, using it to find out about the children's likes, interests and skills. This means that staff have a clear understanding of children's starting points, which enables them to build and complement the skills and knowledge that they have already acquired. Staff have generally successful arrangements in place to enable parents to share information about what children are learning at home. However, they acknowledge that even more can be done to reach some parents that are not yet fully engaged, so that planning for individual learning experiences is even more precise and considers the full range of experiences children have. Parents comment positively on the progress their children have made, stating that, 'my child has come on loads, especially in speaking and social skills' and, 'my child sings songs at home that they have learnt at nursery'. They also comment that they, 'love the end of day written reports'.

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

Children are very settled and happy within the nursery. When they first start, staff gather key information from parents and other settings they have attended, which allows them to gain a clear picture of each child's individual interests, likes and dislikes. This contributes

to them knowing children well and consequently, effectively meeting their individual needs. The nursery operates a successful key-person system for children. Therefore, their emotional well-being is well supported because they develop warm and trusting relationships with staff. Children freely approach staff if they need help or want them to join in with an activity. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Staff encourage parents to stay as long as they feel they need to, they recognise that each child is unique and responds differently to starting at the nursery. Therefore, children are well supported and a positive sense of belonging is fostered. Consequently, they settle well and enjoy the attention they receive from the caring staff. Subsequently, children are confident in approaching new experiences or moving onto the next stage in their learning, such as starting at school or nursery.

Children are kept safe in the setting because staff are deployed well, supervising children at all times and being aware of any dangers to children. For example, they teach children how to safely negotiate the steps into the outdoor area. Children develop an awareness of safety, as staff give them gentle reminders as they play. For example, staff talk to them about the importance of not throwing pans outdoors in case they hurt their friends. Alongside this they skilfully model how to use the pans correctly in the mud kitchen. Children respond well to messages of safety and adapt their behaviour accordingly. Staff speak to children and each other politely and calmly and expectations of good behaviour are modelled to them. As a result, children's behaviour is good and they are developing key skills, such as sharing, and are developing respectful relationships towards their peers.

Children have ample space to play and explore in the welcoming and well-organised nursery. A wide range of age-appropriate resources are stored at children's level, enabling them to make independent choices about their play. Children self-register on arrival by selecting and displaying their photograph. In addition, the walls display creative, colourful examples of the children's work. This promotes children's self-esteem and their sense of belonging at the setting. Children enjoy being outdoors and their physical development is further extended as they have daily opportunities to be physically active and energetic in the fresh air. Children enjoy nutritious meals, provided by the school and healthy snacks of fresh fruit and vegetables. Occasionally, the organisation of snack time does not fully promote children's independence, for example by pouring their own drinks and chopping their fruit. Consistent daily routines, such as washing their hands before eating and after using the toilet, helps children to begin to understand about healthy lifestyles.

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

The safeguarding and welfare requirements are successfully met and understood. Clear policies and procedures are in place and underpin staff practice. The manager is the designated safeguarding officer and she has completed recent appropriate safeguarding training, as have staff. Alongside this, the provider regularly attends safeguarding training and cascades this effectively to the staff team. All staff have good knowledge of procedures to follow should they have a concern about a child in their care and know who to contact for additional support and advice. The provider has a secure understanding of

procedures that promote safer recruitment and there are robust measures in place for checking the suitability of staff. This includes, identity checks, qualification verification, taking up references and the completion of Disclosure and Barring Service checks for all staff to check their suitability for working with children. Good induction arrangements are in place, alongside effective supervision sessions. This means staff are supported very well by the provider and the manager. They are given regular opportunities to discuss their practice and the individual children they care for. Staff rotas and children's attendance are carefully monitored and this means correct ratios are maintained at all times. Robust risk assessments are in place for all areas. All staff prioritise children's safety and are committed to providing an environment that is welcoming, safe and stimulating, where children develop their confidence and enjoy their learning experience. All staff have paediatric first-aid certificates and are confident in dealing with issues that may arise.

Effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to support young children's learning across all areas. Self-evaluation is thorough and takes into account the views of staff, children and parents. Views of staff are collected through ongoing discussions at supervision sessions and monthly staff meetings. Parents' contributions are collected through daily discussion with them and through the use of the parental questionnaires. This helps the provider to identify strengths within the setting and any areas which may be developed further. For example, the newly appointed manager has introduced a new system for planning for individual children and is supporting less confident staff through coaching and training. The provider and manager work closely with local authority advisors and values their support and expertise. They are continually seeking ways to improve practice and quality of care. Consequently, a system of peer observations between staff, to enable them to reflect on their practice, has been recently introduced in order to enhance staffs' professional skills and to drive further improvement.

Overall, partnerships with parents are positive and these successfully promote the welfare of children. Policies and procedures are shared with parents as children start and easily accessible to them on a daily basis. Daily informal discussions and diary sheets, with regards to children's care and learning, provide parents with lots of relevant information. Parents speak highly of the nursery and of the staff and say they have no concerns at all. They state that that, 'staff are amazing' and that, 'they can't do enough to help'. Close partnership with the on-site school means that arrangements are in place, ensuring they complement the learning carried out there. The nursery offers sessions during the holidays where children from the school can practise their mathematical and English skills in fun ways. Consequently, good partnerships with parents and school help promote continuity in children's care and learning.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY477155
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	990747
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Nanny Bears Day Care Centre Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07837257420

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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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Piccadilly Gate  
Store St  
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