



# Hunny Bears Day Nursery

Inspection report for early years provision

**Unique Reference Number** EY263909  
**Inspection date** 30 June 2005  
**Inspector** Rachael Williams

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**Registered person** Lorraine Toms  
**Type of inspection** Integrated  
**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Hunny Bears Day Nursery is situated on the main road through the village of Puriton and opened in September 2003. It operates from one large playroom which has adjacent toilet facilities suitable for children, adults and the disabled. There is a flat paved area to the side and grass on a lower level available for outside play which is all enclosed.

The nursery is open five days a week all year round from 08:00 to 18:00. Children

can attend for a variety of sessions.

There are currently 25 children from 2 to 8 years on roll. This includes 17 funded three and four year olds.

The owner/manager is supported by three assistants. All have early years qualifications to NVQ level 3. They receive support from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are introduced to a healthy lifestyle through a range of nutritious snacks being provided. However, a genie procedures or not consistently maintained as snacks are prepared and eaten from tables which are not appropriately cleaned. Children benefit from procedures to encourage personal hygiene such as brushing their teeth after lunch.

Children's health is promoted and they are protected from illness and injury by the good arrangements which have been established. Parents are well informed about incubation periods in a clear health and safety policy. All staff have appropriate first aid training and a well equipped first aid kit is regularly checked. Accidents and medication records and all appropriate consents are in place.

Children are aware of their own physical needs and visit the toilet independently. Their physical needs are developed well through appropriate resources being readily available to develop fine and large muscle skills. For example, children enjoy manoeuvring the ride on toys to move freely and confidently, negotiating pathways as they go in a confined space. However, appropriate challenge to extend skills has not been fostered by staff. Through a weekly gym class children are developing a range of skills to help them move in a variety of ways, such as the Bean game where children jump like jumping beans and run like runner beans. Children enjoy a variety of outdoor experiences, such as walks in the local community, and have developed good spatial awareness and coordination skills. Children are aware of the need for frequent exercise and have developed a positive attitude. They comment on the changes in their body when they participate in an organised, weekly gym session.

Children enjoy a clean, well maintained setting where they can learn and play safely. They settle quickly and their emotional well-being is fostered well through good relationships with the staff. Staff interact well with the children responding appropriately to their confident dialogue.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The setting is bright and cheerful and children settle quickly in the well maintained

premises. Space is organised well to maintain children's safety and to encourage independence. Children remain safe through the good storage of resources, at their height, which are easily accessible and appropriately labelled. Children actively select resources, which are suitable to their age and stage of development, independently making choices about their play and learning in a safe environment.

Children benefit from good supervision by staff in and outside the nursery. They are developing an awareness of keeping safe. For example, staff ensure children wear helmets when riding two wheeled bikes and give clear explanations. The well-being of the children is a high priority to staff and they are proactive in addressing potential hazards and risks as they arise. There is a comprehensive risk assessment which is supported well by a daily risk checklist to ensure children's continued safety.

Children's welfare is maintained through appropriate security arrangements, such as CCTV to monitor children's movements. Staff's knowledge of the informative fire procedure and the subsequent arrangements ensure children are adequately protected.

Children's well-being is safeguarded well by staff's good knowledge of child protection issues. However, the policy has not been updated to include procedure if an allegation is made against a member of staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children settle quickly into the well organised setting. They explore their environment well and confidently make decisions about their play which promotes their enjoyment and achievement. For example, a two-year-old is keen to complete a self chosen jigsaw puzzle, with limited support, showing his good coordination and problem solving skills. Staff deploy themselves effectively to support children in their self chosen activities, such as hiding a car in the sand. Children achieve well through the good organisation of appropriate resources, which are easily accessible, and promote their independence. Children are confident to make choices and request additional resources when needed.

Staff have good knowledge of the children and are aware of their individual needs. For example, staff ensure a child's emotional needs are met as she has a fear of the screams at the end of ' Row Row Your Boat'. Younger children enjoy a good range of tactile experiences, such as exploring the textures of a selection of shells.

Planned activities, which provide a balance of experiences, are adapted to include younger children. However, experiences do not sufficiently promote the needs of the children according to their age and stage of development. Children's achievements and progress are monitored effectively through regular observations. However, these are not used effectively to influence future planning to extend learning.

Nursery education.

The quality of teaching and learning is good.

Children enjoy a wide range of planned and interesting activities which helps them make progress towards the early learning goals. However, these do not sufficiently address all of the areas of learning effectively. Relevant assessments are being effectively developed to show how children are progressing. These are well supported by examples of achievement and annotated observations to ensure children's progress is monitored and developed fully. Staff have good knowledge of children's needs and activities are adapted appropriately to meet these requirements. Staff's understanding of how children learn is good and reflected well in the balance between adult directed and self chosen activities. A variety of good teaching methods are used appropriately to help children progress towards the early learning goals, such as clear explanations and questioning to children on the process of making play dough. However, these are not consistently applied throughout the day as understanding and experience of the foundation stage curriculum is varied. Some planned activities, such as for dance and music, are prescriptive and do not encourage children to develop freely and imaginatively.

There are very good opportunities to promote children's personal social and emotional development. Children are happy and enjoy their time at the nursery. Staff have good knowledge of children's backgrounds and provide an interesting and welcoming environment. Children settle quickly and use the setting independently for example, when selecting self chosen activities. Good relationships have been established and children are well supported by staff which promotes their confidence effectively. Through the provision of appropriate activities and a well organised range of resources children are keen to learn and have a positive attitude to developing new skills. For example, children show patience and pleasure when exploring the texture and changes in materials when making the play dough as they were asked challenging questions and engaged throughout.

Older children speak clearly and are beginning to use more complex sentences to engage in conversations with each other. For example, in their imaginative play when establishing roles at the doctors. However, there is inconsistency in staff's confidence to communicate with the children effectively thus children do not talk their experiences through, such as when building models with duplo. Although children visit the mobile library regularly there is limited provision in the book corner to encourage children to handle and explore books and stories appropriately. Through regular access to a mark making trolley children handle pencils and tools well, showing good coordination, such as glue brushes and hammers.

Children are proactive in their learning. For example, children are keen to offer ideas which staff are good at promoting appropriate challenge, such as creating sock puppets for a theatre show. There are good opportunities for children to participate in singing, which they do so enthusiastically, through the use of the song bag.

### **Helping children make a positive contribution**

The provision is good.

Children are happy and confident within the setting. Friendly and supportive staff support the children well so that they settle quickly to their self chosen activities.

Children are cared for in a well organised environment which helps them to develop in a safe and secure or setting.

The partnership with parents is satisfactory. There is a good range of information available to keep parents informed about the provision for their child. Although parents may access their child's assessment records there is no formal sharing of children's achievements thus parents are unable to contribute their child's learning effectively.

Staff value children's contributions and acknowledge their achievements through displaying their work. Good relationships have been established which encourages children to have good self esteem through consistent praise and encouragement by staff. Children play cooperatively with their peers and behaviour is generally good. Appropriate behaviour management strategies are used however, these are not consistently applied to all children.

Children are involved in the wider community through well planned activities to visit the local amenities, such as visiting the school to meet the emergency services during safety week. Staff have good knowledge of children's needs and activities are adapted appropriately. For example, there are good arrangements to ensure children with special needs are included in the good range of activities and are well supported through relevant observations and assessments. This positive approach fosters children's spiritual, moral, social and cultural development well.

## **Organisation**

The organisation is satisfactory.

Children's independence, safety and health are promoted appropriately by staff who are well-qualified. They have established good relationships with the children and organise the setting well to accommodate their needs. The registration system ensures children are well supervised and that high ratios are maintained. Effective use is made of space to provide children with appropriate experiences according to their age and stage of development. Staff deploy themselves well to support children in their self chosen activities.

Through clear induction arrangements staff have good knowledge of the appropriate policies and procedures. The clear and informative operational plan, on the whole, is used well to ensure the stability and well-being of the children.

Although leadership and management is satisfactory teaching and learning are not yet effectively monitored to ensure children are provided with a balance of planned experiences, consistency in teaching methods and appropriate challenges in their outdoor, physical play. Staff are supported well by the experienced owner and issues arising are effectively addressed, such as the addition of appropriate assessment records to show children's progression towards the early learning goals. Staff performance is not effectively monitored to identify areas for development to ensure children are receiving progressive care and education.

### **Improvements since the last inspection**

Since the last inspection Hunny Bears Day Nursery have addressed most of the recommendations previously set.

The premises are maintained at an adequate and comfortable temperature through an additional heater being installed. Warm water is available for the children to wash their hands after visiting the toilets to ensure appropriate hygiene procedures.

The registration system clearly identifies the attendance of children, staff and visitors and shows accurate times of arrival and departure to ensure children's safety is monitored effectively.

Inconsistency in behaviour management strategies remains a concern. Staff are aware of appropriate strategies but these are not used consistently for all children, especially the owner's son.

Behaviour incidents, such as biting, are recorded effectively and shared with parents to be ensure children's health and safety.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop consistent hygiene practices
- further develop a suitable range of activities for younger children, for example through the use of a guidance such as Birth to Three Matters

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered

person should take account of the following recommendation(s):

- further develop a system to monitor the provision effectively to provide consistency in behaviour management and teaching methods
- develop planning to ensure there is a balanced range of experiences to sufficiently address all areas of learning

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