

Three Bears Nursery

Inspection report for early years provision

Unique reference number	153471
Inspection date	05/11/2008
Inspector	Janet Armstrong / Samantha Powis
Setting address	Holt Road, Bovington, Wareham, Dorset, BH20 6LE
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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

Three Bears Nursery opened in 1995 and relocated to its current premises in 2004. They operate from a purpose built single storey building adjacent to Bovington First School. The nursery is committee run and provides full day care for up to 83 children under the age of eight years. The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The nursery is open Monday to Friday from 08.00 to 18.00, for 48 weeks of the year. A breakfast, after-school and holiday club is offered for school-aged children up to the age of 12 years. There are currently 77 children on roll, of whom 30 are in the early years age range, of these, 17 receive the government funding for early education. The nursery caters for children who have English as an additional language.

The accommodation offers dedicated playrooms for the babies, toddlers, preschool and school-aged children, with a sleep/sensory room, toilet and nappy changing facilities. There is an enclosed outdoor play area included in the registration.

The nursery employs a qualified manager who holds NVQ level 3 in child care and education. She is supported by 14 members of staff, of whom 10 hold a recognised childcare qualification and four who are working towards one.

The nursery receives support from various agencies, such as Dorset Sure Start, Dorset Community Action and Army Welfare. They are also members of the National Day Nurseries Association.

Overall effectiveness of the early years provision

High ratios of well qualified staff and an effective key person system means that children are happy and settled. Staff work very well as a team and develop strong relationships with parents and families to ensure that individual needs are valued and respected. Staff provide children with positive levels of support and encouragement throughout the nursery. Overall, children are involved in purposeful play where the activities and access to resources meet their learning needs. There are good systems in place to monitor and review practice to support continuous improvement where the views of staff, parents and preschool children are gained.

What steps need to be taken to improve provision further?

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

- ensure that all children are fully engaged in purposeful play and that resources in the toddler room are organised to fully support children's learning
- build on the preschool children's identified next steps to further extend their learning.

The leadership and management of the early years provision

There are good systems in place to ensure that staff work well together as a team and have a full understanding of their roles and responsibilities to ensure children's well-being is fully supported. Regular training opportunities and thorough induction and appraisal systems mean that staff are knowledgeable. They are supported by all the necessary written records, policies and procedures to inform their practice and promote consistency. New self-evaluation systems, which reflect the views of staff, parents and children, enable the setting to identify strengths and weaknesses and areas for improvement to contribute to positive changes within the nursery. For example, preschool children are able to share their views on a weekly basis using pictures of particular activities and Velcro smiley and sad faces to show what they thought, helping staff to plan according to children's preferences.

Systems for safeguarding children are good. Effective risk assessments ensure a safe and secure environment is provided both indoors and outside. Recruitment and vetting processes help to determine staff's suitability to work with children. Staff and management have a secure knowledge of child protection issues and the correct procedures to follow should they have a concern about a child in their care.

Positive relationships are in place for working with parents. Two-way systems of communication, such as the diaries for younger children and books for preschool children, helps both parents and staff to work closely together to support children's care and learning needs well. Key persons also meet regularly with parents to discuss and share children's ongoing progress and developmental records. The nursery works closely with other organisations to support individual families and the children, such as the health visitor and Dorset Sure Start.

The quality and standards of the early years provision

Children's welfare is promoted well throughout the nursery. Staff and children follow positive practices to promote good outcomes, especially in their health and safety. Staff hygiene practices in the baby room for nappy changing, storage and heating of food and bottles is effective to help reduce the risk of the spread of infection. Children enjoy the freshly prepared meals provided by the nursery, that are nutritious and cater to individual dietary needs. Children engage in daily physical play and learn about safe practices which gives them positive messages about leading a healthy lifestyle.

All children develop strong and trusting relationships with the familiar staff, who interact positively and work effectively with parents. This means that children are secure and therefore making good progress in their learning. Younger children receive good levels of support and interaction from staff who are sensitive to their needs. Their individual routines are respected which helps them to settle well and gives them a strong sense of belonging and increased confidence. Preschool children show high levels of self-confidence due to the positive relationships established with staff and the enabling environment which allows them to explore and self-select independently. Resources are plentiful throughout the nursery,

however, they are less well organised in the rooms used by the younger children, which at times does not fully support their learning, such as the role play area.

Children's communication, language and literacy skills are particularly well supported throughout the nursery. For example, the younger children are encouraged to develop an interest in books as they use the inviting and accessible book corner throughout the day. Preschool children use language confidently to negotiate and communicate with adults and their peers. Mark making is used well in a range of meaningful situations, such as in the role play area where children make shopping lists. This promotes children's knowledge and confidence in recognising and using letters and sounds, especially to identify written words.

The younger children's learning is supported well through planning systems which are based on staff's observations to identify children's interests and the progress they are making. However, some planned activities are not always fully appropriate to the children's stage of development. For example, a planned creative activity requiring high levels of adult input limits children's learning opportunities. Preschool sessions focus on opportunities for children to initiate their own play and follow their own interests. However, on occasion, there are times during the session when not all children are fully engaged in purposeful play. Planning for preschool-aged children is successful in ensuring a broad range of activities are offered, covering the six areas of learning and the steps within. Assessment arrangements mean that key persons carry out observations which identify the next steps in children's learning, however, these are not always used successfully to extend children's learning and development.

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

There have been no complaints made to Ofsted since the last inspection.

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.