

# Bear Necessities Nursery

Inspection report for early years provision

---

**Unique reference number** EY407765  
**Inspection date** 07/12/2010  
**Inspector** Tom Radcliffe

**Setting address** Weston Park Farm, Weston-on-the-Green, BICESTER,  
Oxfordshire, OX25 3QE  
**Telephone number** 01869351118  
**Email** mcintoshnatalia@hotmail.com  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Bear Necessities Nursery opened in 2004 and was registered with new owners in 2010. It is situated in a purpose built building on the edge of a farm, between Wendlebury and Weston-on-the-Green in Oxfordshire. The intake of children is from a wide geographical area. Children spend their time in one of three rooms with enclosed garden areas available for outdoor play. The nursery is open each weekday from 8.00am until 6.00pm for 51 weeks of the year. The nursery is registered on the Early Years Register and a maximum of 50 children in the early years age range may attend at any one time. There are currently 99 children in this age group on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Support is provided for children with special educational needs and/or disabilities. Support is also offered to children for whom English is an additional language. The nursery employs 24 staff who have a range of appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The child-friendly setting works with a good understanding of children as individuals which enables their learning and welfare needs to be given good attention. Children access enjoyable and worthwhile play and learning opportunities and are able to be independent and make choices about what they do. The setting has an outstanding partnership with parents which underpins its work with children significantly and ensures that most children progress well. In addition the setting promotes wider partnerships with other settings and professionals. The provider and manager use effective processes of self-evaluation to gain an accurate understanding of its strengths and weaknesses. This allows targets to be set by all in the setting and so enhance its level of provision and outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- develop the outdoor facilities that children are able to access so that they can build on their understanding and knowledge of the natural world.

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

The setting regularly reviews its written policies and procedures and shares them with parents. This ensures that it is managed safely, efficiently and in the interests of all its users. Children are extremely well safeguarded by trained and attentive

staff who consistently implement well thought out working practices. As a result all staff are vetted for suitability and any concerns are dealt with by staff who understand the need to protect children. In addition children's safety is promoted as they play both indoors and outdoors as the setting thoroughly risk assesses all aspects of the provision. This has a very positive impact on children's independence and ability to make choices as they move freely within their rooms and decide to play outdoors. Children's good health and well-being is promoted by staff, for example, in cases of illness or minor injury.

The provider has highly effective self-evaluation processes in place which enables the setting to create achievable targets to build on what it already does. The manager leads a committed team of staff who share the vision to improve the setting and all feel that they are able to contribute to achieving this goal. The setting is highly reflective about its work and very interested to act on the opinions of others when seeking to modify what it does. There have been improvements since registration in a variety of areas. The setting has an excellent partnership with parents who value its work and take regular opportunities to become involved in its day to day activities. The manager also understands the value of wider partnerships and actively promotes them to support children's ongoing learning and development.

Children play in well organised and attractive accommodation which they find interesting and which promotes their all round learning and development. Staff support children very well as they respond to their individual needs. Children are able to direct their own play but staff take the opportunity to offer guidance and enhance children's understanding while also taking a direct lead when it is required. The setting promotes inclusive practice at all times as children are understood as individuals with the capacity to build on what they can already do. The provider ensures that all staff are very well trained which enables them to give children an understanding of their diverse world. In addition staff are able to identify any additional learning needs that children may have and then set individual learning plans.

## **The quality and standards of the early years provision and outcomes for children**

The setting ensures that as children play and explore they are able to progress towards early learning goals. The setting has well developed processes in place to understand the starting points of children. Staff use a series of observations to gain an understanding of the progress that children make. Each child's progress and achievement is recorded in individual journals which enable staff to carefully consider and plan for children's next steps in learning. This information is also regularly shared with parents and helps to ensure that children's interests are built into future learning intentions. Staff support the choices made by children well, as a result they play enthusiastically outdoors, use construction sets and enjoy listening to and making music. Children of all ages show the ability to play independently as they select resources and create play situations with role play

and dressing up resources. When involved in a printing activity with paint children thought and talked about colour, shape and texture. Children respond well to adults as they intervene to offer help and support, for example, when sharing ideas about animals that were brought into the setting by a visiting speaker. Children also enjoy following a more direct lead from adults as they share books, understand about written language and gain a sense of the value and meaning of number.

The setting has a very good understanding of the Early Years Foundation Stage (EYFS) and of how young children learn through play and first hand experiences. Careful planning ensures that all areas of learning are given good attention. As a result of analysing what children do a decision has been made to enhance some of the outdoor facilities that children use. This illustrates the setting's ability to make very good decisions to support children and enhance outcomes for them. The assessment of children effectively ensures that their learning needs are both understood and met in an interesting and enjoyable way.

The setting promotes children's welfare well. All children are safeguarded in a very effective way and have an understanding of their safety and that of others. Their behaviour is very good as staff use effective strategies to ensure that children share, take turns and have a positive attitude to each other. Staff allow children to have an understanding of the varying needs of other children, for example, that any group of children will show a range of abilities and competencies. This occurs for example when children of different ages play together. In addition children show the ability to be able to concentrate and use skills that they already have in new situations. They are also learning that different activities require different responses, for example, when taking part in large group activities and when playing individually.

Outcomes for children are promoted very well by the setting. Children are very happy and settled as they play, use their imaginations and have conversations with adults. They explore freely and build on their ability to make appropriate decisions about how they spend their time. Children feel very safe and enjoy close and trusting relationships with adults. In addition they learn in an age appropriate way about keeping themselves safe and have a good understanding of healthy life styles. Most children respond very well to the challenges that they face and the expectations that adults have of them. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most children are prepared well for future learning needs.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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](http://www.ofsted.gov.uk)

