

Oscar Bears Day Care

Inspection report for early years provision

Unique reference number EY438252
Inspection date 23/04/2012
Inspector Fler Wright

Setting address Unit Four, Firsland Studios, Henfield Road, Albourne,
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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Oscar Bears Day Care registered in 2011. It is privately owned and operates from a converted unit in a rural area on the outskirts of Henfield, West Sussex. Children have access to an enclosed outdoor play area. It is open every weekday from 7.30am until 7pm for 51 weeks of the year.

A maximum of 24 children may attend the nursery at any one time. There are currently 13 children aged from birth to under five years on roll. The nursery is registered on the Early Years Register and provides funded early education for three- and four-year-olds.

There are three members of staff, including the owner/manager. Two members of staff hold appropriate early years qualifications and one member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making sound progress in their learning. Staff know children well and are able to routinely meet their care needs. Most specific legal requirements are met, although the daily risk assessments are not always effective and children do not always have easy access to fresh drinking water. Children are able to play in the garden on most days although access is currently limited in poor weather. The routines in place throughout the day generally ensure most children gain from them. Staff are keen to improve the outcomes for children and have many plans for the future and as a result, there is a sound capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure fresh drinking water is available at all times (Safeguarding and promoting children's welfare) 23/04/2012
- maintain a record of aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Premises, environment and equipment) 24/04/2012

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

- ensure systems are organised to allow for daily opportunities for outdoor play in all weathers
- revise the routine immediately after lunch to ensure it provides an experience appropriate to each child's stage of development.

The effectiveness of leadership and management of the early years provision

All qualified staff have attended safeguarding training, and there are appropriate procedures in place to ensure the suitability of staff. Children are cared for in a safe and secure environment as regular risk assessments mean potential hazards are eliminated. Staff identify aspects of the environment to check on a daily basis, although they do not always address all issues. For example, the lack of water in the dispenser was noted on the assessment. However, no action has been taken and as a result, children have no access to fresh drinking water unless they ask for it. This is not appropriate for young children who are unable to communicate. These are breaches of requirements.

The self-evaluation process is in its early stages. The owner is driven and has many plans in place to improve the outcomes for children. However, the action plans are not always prioritised effectively. Staff attend training to update their knowledge and skills and are keen to attend further training in the future to improve the outcomes for children. The nursery environment is bright, warm and welcoming and there is a range of good-quality resources in place to meet the needs of the children in attendance. Staff are committed to promoting equality of opportunity and understand the importance of working with parents and other agencies to help support and meet children's individual needs. Staff are aware of the differing abilities of the children in attendance and most of the routines in place ensure children are able to learn from them, such as meal times and story times. However, the time immediately after lunch does not take into consideration the needs of all children. Older children are able to watch a television programme and younger children are initially asked to sit down and watch it too. However, their attention span is limited due to their age, and they soon wander off and play in other areas of the room. This means not all children gain the most from the experience.

The nursery are using a computer software programme to record observations, assessment and planning although this is in its early stages. Parents can log on securely, and some have already accessed their children's daily diaries. This means they can read about their child's day, although the system is not yet fully in place for all children. Parents are happy with the care provided. They comment that the staff are friendly and approachable and their children have settled quickly and happily. Daily verbal communication ensures parents are kept up to date with the general care given to their children and gives regular opportunities to share information. There are children on roll that attend other childcare settings, and information is shared by staff on a regular basis to ensure continuity of care.

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

Children arrive happily and settle well indicating they feel safe and secure in the environment. They are able to learn how to keep themselves safe through gentle reminders from staff, who they approach regularly for support, showing trusting relationships are built. Children negotiate space well as they play, considering each others needs. They behave well as staff are very positive in their interaction with them. They deal with any incidents calmly and effectively and make good use of praise and encouragement. Older children remind each other to 'play nicely together' showing they are learning from their good role models. The constant positive interaction and explanation helps children to feel valued, learn about feelings and right from wrong. Photographs and displays of children's work help children to develop an important sense of belonging. They are able to learn about diversity and the wider world through discussions with staff and the resources and displays available.

Children are starting to learn about effective hygiene practice through regular routines such as hand washing. They sit together at meal times and are encouraged to be independent by pouring their own drinks and helping themselves to snack. They know that drinking milk helps make them 'big and strong' and that washing their hands is to get rid of the 'germs' showing they have an understanding about how to keep themselves healthy. There is a secure garden available for outside play and time outside usually forms part of the daily programme to ensure children have access to fresh air. However on occasion, the lack of appropriate clothing to wear in wet weather stops them from using the outdoor environment, hindering the opportunities for them to explore the outside space in all weathers. The environments are safe and inviting. Gentle background music helps to create a calm atmosphere.

Staff are able to demonstrate they know children well and that they have made sound progress in their learning given their starting points and capabilities. The observations and assessments are generally informal as the online system they have chosen to use is not yet fully operational. Staff use their knowledge of each child to inform the planning. Children's interests and ideas are also used, for example, children enjoy experiences such as Easter egg hunts, and staff support them as they begin to look for bugs by lifting mud with sticks. Staff use these observations to start a mini topic on bugs for children to enjoy. They plan bug hunts and make butterflies and spiders with their webs. Staff enable children to use their own ideas of how they look. This helps to ensure their interests are taken into account, and they are able to learn through a mix of adult and child-led play. 'Circle time' encourages children to communicate and think about their home lives, the days of the week and improve their letter recognition and counting skills. The environment is set up to help ensure all children are able to use all areas of learning on a daily basis. There is a variety of activities and experiences on offer such as experimenting with ice balloons, painting with hands and feet and making fruit kebabs. Staff support children in their play by asking some open-ended questions and engaging them in conversation helping them to become involved in purposeful play. Children are developing sound future skills through their every day

play and through interaction from staff.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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