

Village Bears Day Nursery

Dudley Road, Wall Heath, KINGSWINFORD, West Midlands, DY6 9AQ

Inspection date

Previous inspection date

12/08/2013

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 demonstrate they are happy and form close relationships with other children and the staff. Children settle well within the setting because their key person supports them with warm, loving relationships, promoting their emotional well-being.
- The key person system supports good engagement with all parents and carers, and ensures that they are kept well informed about their children's achievements and progress over time.
- Children make good progress in relation to their starting points and capabilities. The staff provide a range of activities and resources that support children's current and ever-changing interests.
- Partnerships with parents and other providers ensure smooth transitions between the nursery and other settings.

It is not yet outstanding because

- There is scope to extend children's access to resources, such as paint, so they continue to make informed choices throughout the day, which promotes their learning.
- There is scope to further extend children's independent learning, such as ensuring they can pour their own drinks during snack times.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector undertook observations in all three base rooms and the outdoor play areas.
The inspector scrutinised a range of documentation; children's learning journal documents, staff suitability, policies and procedures of the setting, accident and medication records, children's information sheets and the self-evaluation documentation.
- The inspector held meetings with the registered individual and talked to members of the childcare staff.
- The inspector took account of the views of children and parents spoken to on the day.

Inspector

Mary Henderson

Full Report

Information about the setting

Village Bears Day Nursery opened in 1988 and re-registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from three playrooms in a converted school building in the grounds of the Church of Ascension C of E Primary School in the Wall Heath area of Dudley. The setting is one of two nurseries and one out of school provision within the organisation. It serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, and three hold level 2. The manager holds a degree and Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 48 children on roll who are in the early years age group. The nursery provides funded early education for two- and three-year-olds.

What the setting needs to do to improve further

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

- extend children's access to resources, such as paint, to ensure they have fully informed choices about what they would like to play with during their child-initiated play times
- extend the very good opportunities for children's independence, such as allowing them to pour their own drinks during snack times.

Inspection judgements

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

The staff have a good knowledge and understanding of the seven areas of learning, which enables them to effectively observe, assess and monitor the children's progress. As a result, children make good progress towards the early learning goals. There is a generally good range of resources and activities to stimulate children's interest across all areas of their learning and development. This is because the staff plan and provide for children's identified interests. There are, however, occasional times when children cannot access messy play resources, such as paints, during their child-initiated play times. This may, at times, lessen children's very good range of informed choices.

The key persons talk to parents and carers about how best to support their child's learning at home. Staff encourage parents to add comments and photographs to their child's learning journal file. This then extends the two-way flow of information, ensuring consistency and continuity for all children on roll. Parents' access to their child's learning journal also keeps them fully informed about their child's care and learning within the setting. To ensure children have a good start at the setting, the staff ensure that parents are included in the identification of their child's starting points on entry.

The children's language and communication skills are developing well. This is because key persons and other staff within the setting spend time chatting to children about their interests, family and pets. The staff make good use of open questions to encourage the children to talk about what they are doing. This supports the children in achieving expected levels of development and supports their readiness for school.

Children's physical skills are also developing well because they have opportunities to run about, ride their trikes or use the climbing apparatus under supervision of the staff. They enjoy their time chasing after their peers, laugh and giggle and show one another their findings. For example, children say 'Come on, I've found a spider'. The staff are positive role models and like to join in with the children's play. This supports children's motivation to learn and explore their surroundings.

Children like to experiment with a range of different activities. As they join in such activities, their learning about mathematical concepts is fostered well. The staff encourage them to consider and compare various items and talk about their findings. The staff provide a good balance between child-initiated and adult-guided activities. This supports children's learning across all areas.

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

The key person system is effective in helping children feel secure in their surroundings. Children's needs are well met as all relevant information is obtained from parents to support their well-being. Children show that they feel safe in their environment as they seek cuddles from their key person, laugh, giggle and have fun with their peers and the staff caring for them. This ensures that children develop strong attachments with other children and the adults who care for them. Children's artwork and photographs are displayed at a low level, which ensures they have a good sense of belonging to the setting as they can proudly see their work.

Children's skills in self-help are fostered well. They show good levels of consideration as they say 'please' and 'thank you' to one another during snack times. However, during such times, the children are not encouraged to pour their own drinks. This means their independence is sometimes not supported fully during mealtimes. Children demonstrate that they have a good awareness of the importance of hygiene as they independently wash their hands after visiting the toilet and before they eat. Staff ensure children are fully encouraged to be involved in physical activity because they make this fun.

Children behave well and their self-esteem is raised consistently because the staff praise

them for their positive behaviour and cooperation in activities. Children's transitions are managed well by the staff because key persons pass on information and discuss the child's needs before they move up to the next room and the next setting. There is a good liaison between the children's key person and all other providers caring for the children, including at other settings. This ensures that children's needs are identified and met, and supports their school readiness. The staffing arrangements are fully effective and ensure close supervision of children, so that they are kept safe while they learn about taking risks. Children learn about personal safety as they talk about road safety and as they practise the fire evacuation procedures with the staff. They are also reminded to be aware of the safety of themselves and others around them during their outdoor play.

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

The management and staff teams clearly understand their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. There is a clear drive for increasing the quality of practice. Children are safeguarded because there are rigorous risk assessments in place to ensure that all areas and equipment are checked each day. This ensures children's safety and well-being at all times. The staff are fully informed about child protection procedures to be followed in line with current policies, and they know who to contact about concerns. Rigorous recruitment and induction procedures ensure that all adults working with children are suitable to do so.

All staff receive supervision monitoring sessions to identify where support is needed to improve their performance. This then benefits all children on roll. There are regular management and staff meetings held to discuss and review practice. The management and staff teams work well with one another and are familiar with the learning and development requirements of the revised framework. This ensures that they accurately assess the educational programme, including the planning for children's progress. This, ensures that there are no gaps in children's learning and development.

Parents contribute to the initial assessment of their children's development and have access to their child's learning journal documents. This ensures they are fully informed about their child's achievements and progress over time. Parents and carers comment on their child's enjoyment at the nursery and how they enjoy the warm relationships with the staff and their friends. This supports children's personal, social and emotional well-being. Parents have free access to the policies and procedures of the setting at all times. Partnership working with other agencies ensures that children's needs are fully identified and met. The self-evaluation systems in place have good levels of positive impact on the provision as a whole. As a result, the improvement plans in place ensure changes benefit all children on roll.

The Childcare Register

The requirements for the compulsory 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY458033
Local authority	Dudley
Inspection number	902650
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	31
Number of children on roll	48
Name of provider	Village Bears Partnership
Date of previous inspection	not applicable
Telephone number	01384 279 156

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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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