

Oscar Bears Day Care

Unit Four, Firstrand Studios, Henfield Road, Albourne, HASSOCKS, West Sussex, BN6 9JJ

Inspection date	28/07/2014
Previous inspection date	23/04/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The staff team work well together to meet children's needs and are supported by effective management systems.
- The key persons plan clear next steps in learning for each child so all staff can support and promote children's learning as they play.
- Children's health and physical development benefits from them being able to play outside.
- There is positive communication with parents that encourages a clear two-way flow of information to support children's learning and development.

It is not yet outstanding because

- The environment is not very reflective of the wider world to help children understand about peoples similarities and differences.
- Staff do not always fully integrate writing and mark making into all areas of children's play inside and outside to encourage mark making for different purposes.

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.

Inspection activities

- The inspector held meetings with the owner/manager and deputy of the nursery and completed a joint observation with the deputy in the nursery.
- The inspector looked at some children's records, including their learning assessments, and spoke to some staff.
- The inspector took account of parents' views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector observed activities in the play rooms and the outside play areas.

Inspector

Sue Taylor

Full report

Information about the setting

Oscar Bears Day Care is privately owned and registered in 2011. The nursery operates from a converted unit in a rural area on the outskirts of Henfield, West Sussex. Children have access to enclosed outdoor play areas. The nursery is open each weekday from 7.30am until 7pm, for 51 weeks of the year. The nursery is registered on the Early Years Register and there are currently 69 children aged from birth on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are eight members of staff, six of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3 and one member staff has level 2.

What the setting needs to do to improve further

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

- extend the programme for understanding the world by improving the positive reflection of diversity to help children understand about differences and similarities between people.
- encourage children to make more effective use of mark making and writing materials in different play and learning experiences indoors and outside.

Inspection judgements

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

The staff promote children's learning and development effectively. The key persons are confidently aware of their key children's individual needs and ably plan for the next steps in their learning. This detail of individual children's learning needs is available to all staff. As a result, they can all observe and promote children's development as children play. As staff place relevant observations on children's records the key person can easily see what next steps they need to address. This enables staff to assess and progress children's learning promptly. The staff regularly monitor each child's progress across the areas of learning so they can identify any learning gaps that may need additional planning. When necessary, key persons produce informative written progress checks for two-year-old children. The reports give detail on children's personal, social, emotional and physical progress, as well as their communication and language development. Staff note ideas on the report, next step sheets or through discussion to encourage all parents to support children's learning at home. Parents are very positive about the information they receive. They feel able to discuss any learning or care needs they may identify about their child with staff.

The staff support children's developing communication and language skills well. In the baby room the staff respond enthusiastically to babies and toddlers early attempts at speaking. This encourages them to communicate verbally as they are getting a positive response. The staff ask open-ended questions of older children that prompt them to think of more than a 'yes' or 'no' answer. As a result, children are keen to share their ideas, and talk about their play and experiences. The staff work positively together as they engage children and motivate them to join in with activities. Very recently children enjoyed watching butterflies hatch. The staff linked this well with other learning areas, such as children decorating pre-cut butterflies where they could be creative. The children were then keen for staff to read them a related favourite book about a butterfly. This encourages children to gain a good interest in books.

Once a week, there is a specific music and movement activity that babies and children thoroughly enjoy. This provides them all with a wide range of movements that help strengthen their physical abilities. The staff use some of these techniques with children who do not attend on that day to ensure they also benefit. The activity covers other areas of learning, such as mathematics and helps support children's overall development. Children like to use the outdoor play areas and this enables them to learn outside as well as indoors. Children practise making marks and as they get older, making early attempts at writing. However, the staff are not always making writing resources available in other play areas to encourage children to practise writing for different purposes. Children are very confident and keen to interact with the staff and others. They play cooperatively with other children and have the ability to be independent, such as going to the toilet themselves. As children move through the nursery they clearly gain the skills they need for going to school.

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

The consistent staff team means that children are able to build firm relationships with the staff in their room and in particular with their key person. The staff obtain good detail from parents when children start. This means staff are able to meet children's daily routines and care needs easily. This helps promote babies and children's well-being, helping them settle quickly. The staff sensitively manage moves from the baby room to the older children's room. For example, children have visits so they gain a familiarity with the environment before they move. Children gain independence and confidence as they make choices about their play in the welcoming and child-centred environment. The older children pour drinks and help serve themselves at meal times.

The staff manage children's behaviour well. Older children happily share resources when necessary and show they listen well. The staff begin to teach children about the importance of having a healthy lifestyle and how to keep safe. For example, they learn to play safely around others when using the ride on toys in the garden and practise fire evacuations. Staff encourage children to go outside in most weathers and some children have immense fun as they splash in the puddles as it rains. Children like the healthy meals and snacks that a catering firm provide. The meals cater for a variety of individual dietary

needs.

The two outdoor areas mean that the babies and younger children can go outside and explore the environment safely. The artificial turf dries quickly after the rain so babies can go on the ground. The older children have use of another enclosed area that leads directly from their play room. This enables them to have some independent choice of playing indoors or outside. The resources in both rooms are of good quality and appropriate for the ages of the children. They are at a low level to help children to make their own decisions about what they want to play with. There is a comfortable area in the older children's room where they can look at books. There are a few resources that reflect other cultures. However, the environment is not overly reflective of the wider world to help children understand and learn to value the differences between people.

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

The management team and staff demonstrate a clear understanding of the safeguarding and welfare requirements. The premises are safe and secure with appropriate risk assessments in place to help keep children safe. There are effective systems in place that help staff monitor accidents to minimise any recurring issues. The staff team is very stable and they work well together to support the smooth running of the day. The staff are suitably deployed and supervise children well, both indoors and outside. Staff have a confident awareness about possible child protection issues and of the processes to follow should they have concerns. They complete safeguarding training and there are detailed written procedures in place. The thorough recruitment system, including obtaining appropriate checks, helps ensure the employment of suitable staff. An induction process helps new staff gain an understanding of their roles and responsibilities. There is effective ongoing support for staff with training, regular supervision sessions and annual appraisals. The management regularly observe the staff and hold staff meetings to discuss and improve practice. Staff are keen to learn and improve their knowledge base or qualification. This helps improve the care children receive.

The staff understand how the learning and development requirements encourage and support children's progress. The key persons are responsible for monitoring their children's learning records. These enable them to identify each child's learning and development needs and to plan accordingly. The management team are introducing additional systems for tracking and monitoring children's development. The system is to ensure that all children continue to make good progress and identify any achievement gaps across different groups of children so staff can act quickly to narrow these. The current self-evaluation of the nursery is being finalised with the views of parents, staff and children taken into account. Development plans are ongoing and demonstrate a secure willingness to improve outcomes for the children. There have been positive developments since the last inspection, demonstrating a good capacity to continue to improve. A recent audit across the nursery environment and looking at practices helped to produce plans and ideas for further development.

There are very positive relationships with parents and staff engage well with them to ensure children receive the care and support they need. Parents comment that they receive good details about their child's day and that the two-way flow of information is very helpful and supportive. The staff fully appreciate and understand the need to work in partnership with others, such as other early years settings where children also attend. This helps staff meet children's individual learning and care needs well.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY438252
Local authority	West Sussex
Inspection number	816758
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	69
Name of provider	Laura-Jane Mills
Date of previous inspection	23/04/2012
Telephone number	01273 640686

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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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