Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not closely monitor the assessments they make of children and use this information gained to plan challenging experiences, in order to maximise children's learning and progress. As a result, children make steady rather than good progress.
- Teaching is variable and, therefore, requires improvement.
- Staff do not consistently share information with parents about their child's progress and stage of learning, or provide consistent support to extend their learning at home.
- Staff preparing food for children have not always received suitable training.

It has the following strengths

- The well-resourced outdoor space is used well by children every day and provides many varied opportunities for children who prefer to learn actively outside. Children engage in healthy lifestyle activities to support their good health.
- Staff are good role models. They encourage children to develop their social skills and independence. Children have good levels of self-esteem. They seek staff for comfort and reassurance.
- Since the last inspection the management team have made steady improvements across the nursery and are focused on taking steps to improve further, using the views of staff, children and parents.
- Partnerships with other settings and professionals involved in children's learning and care are positive. Staff share appropriate information to support children and their families.
What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from assessments to shape activities and experiences, so that children are supported to make consistently good progress across all areas of learning
- improve the two-way exchange of information with parents during the placement, and encourage them to share their views and enhance children's learning and development at home.
- ensure that effective supervision provides staff with opportunities to receive coaching to improve their personal effectiveness and enable them to offer quality learning and development experiences for children.
- ensure that all staff involved in the preparation of food have received appropriate training.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the provider and the deputy manager of the nursery and spoke to staff and children during the inspection.
- The inspector looked at a sample of children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's own parent survey.

Inspector
Donna Birch
**Inspection findings**

**How well the early years provision meets the needs of the range of children who attend. This requires improvement**

All staff have a sound understanding of the Early Years Foundation Stage and know how to promote the learning and development of children through play. Staff observe children's play and plan activities linked to children's interests. However, staff do not always monitor assessments made of children and use the information gathered to plan further challenging activities, in order to maximise children's learning even further. Therefore, all children, including children who have special educational needs and/or disabilities, or children who speak English as an additional language make steady rather than good progress. Children are slowly developing the skills they need to help prepare them for their next stage in learning. Parents are welcomed into the nursery and are encouraged to contribute initial information about what their children know and can do. However, staff do not continually share information with parents about their child's ongoing achievements and progress. Parents are not always supported by staff to extend children’s learning at home.

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

Children happily enter the nursery, which is thoughtfully organised and well resourced with a wide range of good quality equipment. Children enjoy healthy and nutritious meals and snacks. However, on occasion staff preparing food in the nursery have not always received appropriate training in food hygiene. Children are supported by staff to extend their self-help and independence through routines. The nursery is clean and staff follow good hygiene procedures. Children wash their hands before meals and after using the toilet. Nappy changing routines are carried out according to parents' wishes and staff wear protective clothing to further protect the health of children. While children are asleep, they are helped to keep safe because staff are vigilant in carrying out regular checks. Daily diaries are used effectively to inform parents of children's care and well-being throughout the day.

**The effectiveness of the leadership and management of the early years provision requires improvement**

The manager and staff hold various qualifications and are beginning to combine their skills and knowledge in order to move the nursery forward. Staff-to-child ratios are maintained to help ensure children's safety, both indoors and outdoors. The building is secure and risks in the nursery and on outings are assessed. Robust recruitment and vetting procedures are in place. Arrangements are now in place for the supervision of staff. However, there has not been sufficient time for managers to effectively monitor each staff member's performance and the effectiveness of their teaching. Nevertheless, training is now more closely linked to staff’s development needs. All staff now hold a first-aid qualification and have updated their safeguarding training. This helps them to deal with any emergencies.
Setting details

Unique reference number     EY478967
Local authority            Lancashire
Inspection number          1011798
Type of provision          Full-time provision
Registration category      Childcare - Non-Domestic
Age range of children      0 - 17
Total number of places     134
Number of children on roll 22
Name of provider           Wendy Rangarirai Stevens
Date of previous inspection 30 March 2015
Telephone number          01706 260822

Bear Buddies Private Day Nursery was registered in 2014. The nursery employs six members of childcare staff. All of whom hold an early years qualification at levels 2 to 6. The nursery opens all year round from 7.30am to 6.30pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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