

Harvey Bears Nursery and Pre-School



The Village Hall, Village Street, Harvington, EVESHAM, Worcestershire, WR11 8NQ

Inspection date	5 July 2017
Previous inspection date	17 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, the management team has worked hard to improve. They fully understand their responsibilities, which helps to ensure all legal requirements are met. Children's safety, welfare and learning are successfully promoted.
- Staff observe and assess children's learning routinely. Overall, they make good use of what they know to plan activities. Children make good progress.
- The environment is bright and well resourced, indoors and outside. Staff provide children with a range of experiences. Children are motivated to play and learn.
- Staff are welcoming and very friendly. They build positive relationships with children and their families from the outset. Children are happy and relaxed.
- The nursery is secure. Staff conduct daily safety checks on the toys, equipment and environment to ensure they are suitable for use. This helps to keep children safe.

It is not yet outstanding because:

- Staff do not provide babies with enough consistent opportunities to explore, combine and use resources in different ways to help them achieve at the highest level.
- Sometimes children struggle to fully participate in the nursery routines. Staff do not always give them clear messages about what is happening now or next.
- Staff do not always share a detailed two-way flow of information with parents about children's learning. Children do not yet benefit from excellent continuity between the setting and home.

What the setting needs to do to improve further

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

- provide more opportunities for babies to explore, combine and use resources in different ways
- provide all children with clearer messages about what is happening now and next to further enhance their understanding of the nursery routines
- share a better two-way flow of information with parents about children's learning to promote excellent continuity between the setting and home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector spoke to staff and held meetings with the provider and the nursery manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of committee members and staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff are knowledgeable about safeguarding legislation. They can identify the possible signs and symptoms of child abuse or neglect. They know how to act on any concerns. This helps to protect children from harm. Most staff are well qualified and managers are highly qualified. Staff are supervised. They benefit from plenty of professional development opportunities. This has a positive impact on the quality of care and education they provide. The management team reflects carefully on the overall quality of the nursery. They evaluate what works well and what they want to improve. Managers set clear targets for the future to help further raise the standard.

Quality of teaching, learning and assessment is good

Staff take account of children's interests, abilities and individual needs to support them to continually progress well. For example, staff provide babies with messy play experiences. They mix cornflour and water with them to make a malleable mixture. They help babies to touch it and manipulate it with their hands or a spoon. This helps build on their skills in moving and handling. Staff provide children with materials for painting. They encourage them to print shapes and mix colours. This helps extend children's creative skills. Managers have a good overview of children's learning. Any children requiring additional support and children who have special educational needs and/or disabilities benefit from the help they need. This helps to ensure no child falls behind.

Personal development, behaviour and welfare are good

Staff care for children well. They support children to learn about the importance of being healthy. Staff ensure children adopt good hygiene routines. They provide children with nutritious snacks and talk to them about the benefits of eating well. Staff also encourage children to exercise. Children enjoy playing outside. They ride around on wheeled vehicles or climb up the slide. This helps to strengthen their physical skills. Children behave well. They adhere to the nursery rules. Staff teach children about respect and tolerance. Children listen to staff and follow instructions. They are kind to others and play well with their peers. They display good levels of self-esteem.

Outcomes for children are good

All children are acquiring the skills they need to progress successfully on to the next stage of their learning and eventually school. They are confident and independent. They make choices about what they want to do and learn to manage their own care needs. Children are developing good skills in communication and language. Babies babble and use single words. Children can use full sentences to express their wants or needs. Babies enjoy looking at picture books and moving their whole bodies or clapping in time to songs. Children can retell familiar stories and sing rhymes. Older children are developing skills in mathematics and literacy. They can count beyond 10 and are beginning to solve simple number problems. They can also identify their own names and are beginning to write some recognisable letters.

Setting details

Unique reference number	205490
Local authority	Worcestershire
Inspection number	1099430
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	34
Name of registered person	Harvey Bears Nursery and Pre-School Committee
Registered person unique reference number	RP902031
Date of previous inspection	17 May 2017
Telephone number	07775 129 234

Harvey Bears Nursery and Pre-School registered in 1992. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above, including the deputy manager who holds qualified teacher status. The nursery operates term time only. Sessions are available Monday to Thursday from 8am until 3pm and Friday from 8am until 1.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides support for children who have special educational needs and/or disabilities.

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