

# Baby Bears Day Care

128 Dunthorne Way, Grange Farm, MILTON KEYNES MK8 0LW



<b>Inspection date</b>	3 October 2018
Previous inspection date	12 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Inadequate</b>	<b>4</b>
Effectiveness of 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

### The provision is good

- Since the last inspection, a number of successful changes have been made to improve the quality of the provision.
- The management team is clearly focused on providing high-quality early years experiences. It works closely with an outside agency to review practice and make positive changes. Overall, the management team evaluates the quality of the provision well. It takes the views of staff into account when planning future improvements.
- Staff support children to manage their behaviour. They consistently recognise and praise children when they observe examples of good behaviour. Staff talk to children about the impact their behaviour has on others, and help them to develop friendships.
- Children's well-being is promoted by the warm and trusting relationships they have with the dedicated and experienced staff. Children display high levels of confidence and self-esteem.
- Children benefit from access to a wide variety of exciting learning opportunities. They are motivated and interested to learn new skills and knowledge.
- Staff monitor children's progress and are aware of the next steps they need to take in their learning. The management team has implemented a new system to help identify any gaps in children's learning and to ensure children make good progress.

### It is not yet outstanding because:

- Some staff do not consistently help children to develop their awareness of good hygiene practices.
- Sometimes, staff working with the pre-school children do not take opportunities to support and challenge their learning and development further.

## What the setting needs to do to improve further

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

- support children's growing awareness of good hygiene and how this contributes to their good health
- extend the support and challenge for pre-school children.

### Inspection activities

- The inspector reviewed a wide range of documentation, such as policies and procedures, risk assessments, children's development files and the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the director, manager, staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector observed children during activities indoors and outdoors.

**Inspector**  
Louise Adams

## Inspection findings

### Effectiveness of leadership and management is good

The management team and staff are well qualified and understand their responsibilities in meeting the requirements of the early years foundation stage. Since the last inspection, the team has worked in close partnership with an outside agency to identify areas for improvement, and acted to make required changes. Safeguarding is effective. Managers and staff have recently attended safeguarding training and updated the safeguarding policy, which is comprehensive and well understood. They have a secure knowledge of the correct procedures to follow in the event of a child protection concern or an allegation against a member of staff. Policies and procedures are understood and effectively implemented by staff. The manager has greatly improved the programme for staff supervision and training. This has resulted in significant improvements to the quality of teaching and learning experiences for the children across the nursery.

### Quality of teaching, learning and assessment is good

Staff have a good knowledge of children's current interests. They use this information to encourage children to try new experiences and to motivate them in their learning. Staff support children's communication, social and physical skills well. They talk to children about what they are doing as they play, and introduce new words. For instance, as toddlers engage in hospital role play, staff introduce the names of parts of their bodies and of equipment used in hospitals. Babies' early communication and exploration skills are encouraged as they explore sensory experiences. For example, they use their hands to explore different textured objects in the sawdust. Older children are introduced to a range of mathematical vocabulary and concepts as they play. Staff talk with parents about their observations of children's progress and share the next steps in their children's learning.

### Personal development, behaviour and welfare are good

Children are happy, settled and secure at the nursery. This helps to promote their emotional well-being. Staff know children well. They have a good knowledge of their emotional and care needs. Staff are always on hand to offer praise and reassurance when needed. They are positive role models who create a nurturing and caring environment. The key-person system is effective in helping children to settle if distressed. Staff inform parents of things that their children have enjoyed doing at the nursery, on a daily basis. Children benefit from regular access to a well-resourced outdoor area, which provides plenty of opportunities for physical play and exploration. Staff provide a wide variety of healthy meals and snacks. Fresh drinking water is always available should children require it.

### Outcomes for children are good

Children, including those who speak English as an additional language, become confident communicators as they progress through the nursery. Babies enjoy exploring their surroundings and learn new words as they play. Older children develop a range of numeracy and literacy skills. This helps prepare them for the next stage in their learning and eventual move to school. Dedicated and well-trained staff have high expectations of all children. All children make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY437179
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10077335
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Baby Bears Day Care Limited
<b>Registered person unique reference number</b>	RP530131
<b>Date of previous inspection</b>	12 April 2018
<b>Telephone number</b>	01908501032

Baby Bears Day Care registered in 2011 and is open Monday to Friday from 7.30am until 6pm, all year round. The provider employs 17 staff who work with the children, 10 of whom hold appropriate qualifications at level 2 and above. 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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