

South Cave Bears Day Nursery

SOUTH CAVE SPORTS PAVILION, Church Street, Brough, HU15 2EP

Inspection date

19/08/2014

Previous inspection date

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

- Teaching is good because the manager fully understands how to promote children's learning and has high expectations for children's achievements. As a result, their progress is very good given their starting points and capabilities.
- The stimulating outdoor area provides excellent opportunities for children to freely explore and become deeply involved and motivated in their interests. This enables children to make inquisitive observations in their understanding of the world.
- Partnership with parents is effective because information about children's individual needs, and their care and learning needs, is shared consistently to inform staff practice and their planning for activities.
- The manager is meticulously organised. She monitors children's levels of achievement precisely to ensure they are within the expected range. She is fully aware of the need to supervise the staff's knowledge and practice to continually aid children's progress.
- The manager and providers are fully aware of their safeguarding responsibilities and are committed to developing the nursery for the benefit of the children.

It is not yet outstanding because

- Some less experienced staff do not always organise story time so that children are fully engaged and motivated in the learning experience.
- Children are not given enough opportunities to count and notice patterns within their everyday play experiences and activities, to further promote their mathematical skills.

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

Inspection activities

- The inspector observed activities in the main room and in the outside area. She also observed the snack and lunch time arrangements.
- The inspector looked at children's learning files containing observations and assessments. She also looked at the planning and evaluations of children's assessments.
- The inspector looked at evidence of the suitability and qualifications of staff and a selection of policies and procedures. She also looked at performance monitoring systems and evaluation documents.
- The inspector completed a joint observation with the manager. She also held meetings with the manager and providers.
- The inspector took into account the views of parents spoken to on the day and through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

South Cave Bears Day Nursery registered in 2014. The nursery is owned by a private provider and manager. It operates from the South Cave Sports Pavilion situated in the village of South Cave, East Riding of Yorkshire. The nursery is registered on the Early Years Register and the compulsory and voluntary Childcare Register. It serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play. Opening times are Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and a week at Christmas. The nursery employs three members of staff who work directly with the children. Of these, all hold appropriate early years qualifications at level 3 and 4. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently eight children on roll, all of whom are within the early years age group. Children attend for a variety of sessions. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's opportunities to see the pictures in the story as staff read to them, to stimulate their imaginations further and to promote an even more active learning experience
- improve opportunities for children to develop their skills in counting further and notice patterns within everyday activities to promote children's mathematical skills.

Inspection judgements

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

The manager has an extremely good understanding of the learning and development requirements of the Early Years Foundation Stage. This is combined with good quality teaching and a well-resourced, interesting and effectively organised learning environment. This enables children to initiate and organise their own play and contribute their ideas and thoughts into activities. Staff ask searching questions to explore children's understanding and develop their thinking skills further. For example, they ask children if they were to cut out leaf patterns in different materials would the patterns match? This stimulates children to answer and ask further probing questions, such as why the paint is 'all glittery'. This notably enables children to make a full contribution to activities through enthusiastic conversations. There is a good balance of child-initiated and adult-led activities that staff skilfully guide through joint interactions. For example, staff carefully help children to understand how to organise and use a stapler safely. This means they learn to use and handle tools and equipment effectively. Consequently, children are well prepared and

motivated for the next steps in their learning. Staff complete regular detailed photographic observations and closely assess what children like to do and plan stimulating experiences that support children's development. Children's individual learning files show the progress they are making in their learning and development. Parents are actively supported to add their views of their children's interests and accomplishments and these are incorporated into the planning effectively. The children's play is evaluated regularly to identify their interest, next steps in learning and inform the planning. As a result, children are supported and make very good progress from their starting points.

Children's communication skills are promoted well by staff. Staff encourage children to think about past activities and plan future activities, such as recalling their activity about fairies and considering how elves may wrap and carry their food. This helps children to think and plan ideas and describe possible ways forward. Various opinions and thoughts are discussed. This encourages children to express themselves well and link their understanding to their experiences. This clearly extends their thinking, as they respond to what they hear with comments, questions and answers. Children look at books independently and design and interpret their own version of a story well by looking at the images. However, some less experienced staff do not always organise story times to effectively support children as, occasionally, children cannot always see the pictures as staff read. This does not maximise opportunities to stimulate children's imaginations to fully engage in the learning experience. Children investigate many experiences. For example, they draw their representations of animals and name features demonstrating their understanding of the world in which they live. Outside they fill and empty many utensils with sand and become deeply involved in a possible worm hole. This inspires children to water and explore and talk and develop their own account of what happens in the natural world. However, there are fewer opportunities to promote more regular counting activities to improve children's mathematical development. Also, staff do not seize on every opportunity to extend children's understanding of patterns in the environment. For example, they do not encourage children to notice the lines and shapes utensils make in sand to help recreate patterns.

Staff work effectively to develop a good relationship with parents. Parents are encouraged to have visits to the nursery with their children to help them settle. Parents complete an All about me sheet, sharing their children's accomplishments and preferences. There is a strong emphasis on involving parents in children's learning, so it can be continued at home and shared between the key person and the family. For example, daily food diaries and comment slips offer the opportunity for parents to add children's achievements. The manager ensures parents complete updated medical sheets to ensure children's care needs are well known and consistently shared. Consequently, there is good communication and very effective information sharing to successfully meet the changing care and learning needs of each child.

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

The manager knows the children well and confidently speaks about children's development and what they need to learn next. This is because she gathers a wealth of good quality information from parents to ensure continuity in children's emotional and

physical well-being. She has established an initial key-person system that successfully supports children's all-round development. The ongoing staff changes mean this is continually being developed and enhanced. Nevertheless, effective settling-in procedures are in place and children are very well supported emotionally when they first begin attending the nursery. Children engage in active, safe and stimulating play, demonstrating high levels of independence and motivation. They access their own resources, both inside and outdoors and choose from a range of experiences. This allows them to play alone, or with a friend, as they talk and play cooperatively and negotiate roles. For example, children play with dolls and buggies together, walking about the room and use their imagination well. As a result, children form strong emotional attachments with the manager, the staff and their peers.

Children are provided with a good range of equipment to develop their physical skills and staff gently remind them about safety rules when playing on the tyre swing. They effectively learn about their own safety and how to manage risks. For example, as they play with sand, they pretend to cook and discuss issues, such as items being hot because they have been in the oven and need to cool. Children's behaviour is good. Staff are good role models, using calm and caring voices to talk to children and explain clearly the behaviour that is desirable. During lunchtime, children confidently follow the routine independently. They are encouraged to manage their own personal needs and can access their own drinks and serve themselves. Children are reminded to wash their hands at appropriate times and become independent in their self-care. Focused activities are also used to teach children about the importance of taking responsibility and exercise as being part of a healthy lifestyle. For example, they go on nature walks and make observations of what they can find. They also take on recycling roles and discuss what they are growing, such as possible apple trees from pips. As a result, children's health and safety is effectively promoted.

Children's moves into the nursery and on to school are supported well. The manager is fully aware of the need to gather information on children's learning from other early years providers that they also attend. Initial information is gathered from parents and used by key persons to aid their baseline assessments of children's development. This means staff gain valuable knowledge of where children are in their stage of learning and development. The manager has established good initial links with the local school and children centre. She invites local school teachers to visit and requests visits to the schools. This helps prepare children for the next stage in their learning and for the move to the school.

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

The leadership and management are good. The two proprietors and manager have a good understanding of their role and responsibility to safeguard children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. The nursery staff team is continuing to change and expand as the numbers of children on roll increase. All current staff hold relevant childcare qualifications and update their training to meet children's needs. The manager currently draws in qualified bank staff from another setting to maintain correct ratios and is recruiting new staff. She

ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting to ensure they are suitable to work with children. The manager confidently discusses her plans to ensure staff's knowledge and practice is developed and supported to aid children's progress. She is fully aware of completing supervision meetings to monitor and evaluate staff's understanding in order to improve the overall quality of practice even further. Thorough policies are in place, including the nursery's safeguarding policy. Policies and procedures are continually updated to take into account any changes and shared with parents to ensure they are fully aware of the practices. Risk assessments are carried out to ensure the environment, resources and equipment are safe, therefore providing a safe and secure place for children to learn and develop. Entrance to the nursery is secure, as staff answer the door to ensure only those authorised to enter the nursery are allowed in and staff check visitors' identity. This means that children are well protected in the nursery.

The manager is experienced and well-qualified and meticulously organised. The manager and both the providers demonstrate a secure understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. They work well together and are focused on providing children with a broad range of experiences through a good level of teaching. Children's learning is assessed on entry and checked throughout their time in the nursery. The manager monitors and tracks groups of children to ensure they are working within the expected range. This data and information on children's progress is used effectively to help staff to fully understand children's progress and inform their planning. This means that any gaps in children's learning across all seven area of learning can be quickly identified and addressed.

There is a strong emphasis on developing a secure partnership with parents and other professionals. The manager is fully aware of the need to work with external agencies to acquire support and interventions for children and their families, should they need it. The manager has completed a detailed self-evaluation and gathered feedback from parents, staff and community members, through questionnaires and references. Parents, and these associates, believe staff are very approachable and highly praise the high standard of care. This helps the staff identify their strengths and areas they want to develop further. For example, they plan to offer parent sessions to promote healthy eating. This means the capacity to keep improving is good.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY473845
Local authority	East Riding of Yorkshire
Inspection number	956720
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	8
Name of provider	South Cave Childcare Ltd
Date of previous inspection	not applicable
Telephone number	01430421705

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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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