

Bouncy Bear Childcare

Inspection report for early years provision

Unique reference number	EY372341
Inspection date	15/01/2009
Inspector	Joyce Bowler
Setting address	49 Brendon Road, WELLINGTON, Somerset, TA21 8RN
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bouncy Bear Childcare registered in 2008 and is a privately owned nursery in Wellington, Somerset. The nursery operates from a converted semi-detached house. The ground floor provides children with the main play space as they have access to the play room, conservatory and messy play area. Sleeping children have a dedicated room on the first floor. There is a fully enclosed garden for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. They may care for a maximum of 13 children under eight years, of which nine can be under two. Currently, there are 18 children on roll in the early years age range. The nursery is open for 49 weeks of the year from 08:00 until 18:00. The owner has an appropriate early years qualification and is supported by six additional staff. The nursery is a member of the National Day Nurseries Association and For Children.

Overall effectiveness of the early years provision

Staff focus on providing a truly community based early years setting which celebrates the uniqueness of each child and respects the individuality of each family. All staff demonstrate excellent team work and promote all aspects of children's welfare, learning and development effectively. The manager has established excellent systems, which support this well organised nursery, in less than a year since registration. She monitors the provision continuously by working closely with her staff team, parents, allied support agencies and other childcare providers in the local area in order to maintain the highest standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider the use of a formal recording system for self-evaluation

The leadership and management of the early years provision

The nursery manager demonstrates strong leadership via her lively enthusiasm and obvious commitment to running an effective and welcoming early years provision. She motivates all staff to aim for the highest levels of care and to monitor their own practice on a continuous basis in order to meet children's needs. She has established excellent staff induction and appraisal systems which include monthly face to face meetings where staff are encouraged to share their observations, ideas for training and any personal matters. This democratic and pro-active approach avoids issues becoming problems. Students on placements are helped to develop not only the key skills necessary to be a good early years practitioner but also personal skills regarding self confidence and how to work in a team. Staff training and development needs are linked to the ongoing needs of the children

attending, for example, with the current high numbers of children under two years all staff are undertaking a 'working with babies' course. The manager has established a system for cascading learning throughout the team to ensure all members are informed and up to speed, for example, the correct use of Somerset Total Communication (STC). The staff team enjoy training quizzes during the day to check their knowledge and understanding of the Early Years Foundation Stage. An action plan is in place which identifies ideas for future improvements to the nursery. These include extending both the premises and the learning programme with the benefit to children being the driving force.

The excellent partnership with parents is key to the success of this nursery. The manager and her team demonstrate genuine respect for each family and value their opinions and input when designing the curriculum content and ensuring that their needs are met. They keep up to date with children's developmental progress and needs via home interest forms which are given to parents every three months. Staff promote supported learning at home by giving parents ideas for learning activities which are relevant for their child. Parents may borrow story bags, join the nursery book club and take Bouncy Bear home or on outings. They can record his activities in a written or photographic diary and a camera is provided by the nursery. Parents' evenings have been established and since registration in Spring 2008 the nursery has used parents' feedback which is both verbal and in written questionnaires. The quality of information given to parents is impressive and includes the prospectus, a CD which they can keep and which includes every detail of the provision offered, regular comprehensive newsletters and fact filled notice boards.

Recruitment procedures are correct and recorded well ensuring that all staff are vetted appropriately. They are all suitably qualified to work with children and are attending in-house training as well as courses run externally to maintain high levels of knowledge and understanding. Staff are aware of their roles and responsibilities regarding the safeguarding of children and have attended training. All policies and procedures to promote child protection are in line with the Local Safeguarding Children Board.

The quality and standards of the early years provision

Highly effective systems and documentation underpin the excellent practice at this nursery. For example, all individual tailored learning plans and the key person system have been established fully in less than a year. There is a very good system for sharing information and an effective exchange has been established between nursery and home. Children have daily diaries in addition to their assessment records. Children's health and safety is promoted very well by staff who follow highly effective routines which minimise the risks of cross infection and any potential hazards. The security of the premises is paramount to staff who are rigorous in checking access points and ensuring that visitors' identities are checked and that they sign in and out. Thorough risk assessments are carried out regularly for all areas and outings and are recorded. Staff are able to identify the risks associated with a cluttered floor space and enable children to access toys freely while maintaining a safe area for more mobile children to negotiate. To address

this issue on a permanent basis the manager is having a second conservatory built at the back of the house. This will also provide improved wash facilities for children. Additional safety measures are in place to protect children, such as a finger guard on the sliding doors and stair gates at key points. Staff ensure the safety of sleeping babies by checking regularly via use of baby monitors and visual checks. All fire safety equipment is in place and the emergency evacuation procedure is practised regularly. Children's dietary requirements are adhered to and menus provided for parents. Children enjoy a wide range of British and international recipes. Babies have testing and trialling of individual foodstuffs from 18 months, in line with current advice, in order to avoid potential food intolerances and allergies.

Staff at the nursery integrate the six areas of learning into everyday play via the use of core resources and familiar daily routines. Planned weekly activities are often linked to seasonal and cultural topics in order to develop children's knowledge and understanding of their locality as well as further afield. The current topic on being healthy includes opportunities for hospital and health visitor role play, writing prescriptions and measuring medicines, learning about keeping healthy by following good hygiene routines and learning to use the potty and toilet. This is adapted for children of different ages and stages of development. They are able to do this by gathering as full a picture of each child as they can on a regular basis. This picture of the whole child is built up by making regular five minute observations, completing the formative assessment system and using information from home. All staff may contribute to children's assessments although the key person takes responsibility for overall planning for each child and is the point of contact for his or her family. A back up system is in place with a second key person and children are encouraged to build friendly and close relationships with all staff. The happy family atmosphere which is engendered at the nursery enables children to settle well, to feel a valued member of the group and to be comfortable enough to learn, grow and develop. Staff follow excellent routines to enable children to settle in on their first days and the success of this is evident. Staff use all of their assessment strategies and information gathering to produce long term goals for children which show a direct link to the Early Years Foundation Stage. These are designed as possible lines of development or PLODS. This also benefits early identification of any additional learning needs as they develop over time. Children appear happy and content in the group. They respond well to staff who use their infectious energy to encourage them to help at snack time and to join in with puppets during an interactive story time. Staff are aware of when to stand back and enable children to make discoveries on their own as well as when to interact to develop language skills and promote communication. Staff are monitoring the early years curriculum, for example, they are developing extended opportunities for children to contribute to the planning and resourcing.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.