

Nanny Bears Day Care Centre



Nanny Bears Day Care Centre, Marston Road, Brotton, Saltburn-by-the-Sea, Cleveland, TS12 2XR

Inspection date

6 July 2018

Previous inspection date

30 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff are kind, caring and fun. They learn about children's individual needs and work closely with parents to meet these. Children benefit from warm relationships with a key person, which helps to promote their emotional well-being effectively.
- Staff observe children at play and use their findings to plan appealing activities. They provide an appropriate level of challenge and teaching is responsive to children's individual needs. This helps children to build on what they already know and can do and contributes to the good progress they make in their learning.
- Managers work with staff to reflect on practice and plan for improvements. For example, they have reviewed and improved snack time to enhance children's opportunities to develop self-care skills and independence.
- Most children are working within the range of development typically expected for their age. Those who are slower to make progress in some areas of learning benefit from tailored teaching that helps them to catch up quickly.
- Parents say they, 'Wholly endorse this nursery' and commend staff for being friendly and professional and having, 'Each child's interests at heart'.

It is not yet outstanding because:

- Arrangements to supervise and support staff are not sufficiently rigorous to help to drive teaching to consistently outstanding levels.
- At times, some group activities and parts of the daily routine are less organised. Children are not consistently supported to engage to the very highest levels.

What the setting needs to do to improve further

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

- strengthen the arrangements to support and supervise staff and focus even more effectively on enhancing the already good teaching
- raise children's engagement in their learning to the highest levels.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector held a meeting with the provider and the manager. She looked at a range of documents, including evidence of the suitability checks carried out on staff.
- The inspector carried out a joint evaluation of an activity alongside the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents through written feedback provided.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have secure knowledge of factors that can affect a child's welfare and know what to do if they have a concern. Partnerships with other settings are well established. Local schools commend staff for sharing information that enables them to work together to meet children's needs. The manager has introduced new ways to communicate with parents, which have helped them to become increasingly involved in their children's learning. The manager monitors the achievements and progress made by individuals and groups of children. She uses her findings to inform plans for children's learning that help them to make good progress in all areas of learning. Staff are dedicated, enthusiastic and committed to continuing with their own learning.

Quality of teaching, learning and assessment is good

Staff are skilled communicators who interact well with children. They talk, listen and question children during play to help encourage their thinking skills and extend their learning. Babies and younger children have plenty of opportunities to explore. They take part in activities, such as paint and foam play, that promote their sensory development. Children show a great preference for playing outdoors. Staff respond well to this and provide opportunities for children to develop new skills in all areas of learning in the garden. Children learn about the natural world. For example, they grow their own fruit and vegetables, which they later cook and eat. Older children learn to climb, balance and throw during exciting outdoor games. This helps to promote their physical development.

Personal development, behaviour and welfare are good

Staff model positive behaviour and teach children about respect and tolerance. They provide clear expectations for children and involve them in developing rules for the nursery. Children behave well. They begin to consider the needs of others and cooperate from an early age. For example, young children help one another to put on their hats and shoes. Children benefit from healthy meals and snacks and learn good hygiene habits. This helps to promote their good physical health. Staff understand the importance of preparing children well for school. They provide role-play resources, such as school uniforms to generate play and discussion about starting school. This helps to reassure children and develop their confidence before they move on from nursery.

Outcomes for children are good

Pre-school children benefit from adult-focused activities that help them to develop early skills in mathematics and literacy. For example, they learn about shape, space and measure while making dough. They learn to recognise their name when they select their card each morning. This helps to prepare them for later learning in school. Children are confident learners who are generally motivated to participate in activities that interest them. They learn to take turns and listen to staff and their friends during activities. They demonstrate good listening skills and develop increasing concentration spans. They eagerly try new activities and persevere when they do not succeed.

Setting details

Unique reference number	EY477155
Local authority	Redcar & Cleveland
Inspection number	1105830
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	30
Number of children on roll	58
Name of registered person	Nanny Bears Day Care Centre Limited
Registered person unique reference number	RP902475
Date of previous inspection	30 September 2014
Telephone number	01287679899

Nanny Bears Day Care Centre registered in 2014. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, one of whom holds a relevant qualification at a level 6. Opening hours are 6am to 6pm, Monday to Friday. The nursery is open for 51 weeks of the year and closes on bank holidays. The nursery received funding to provide early education for two-, three- and four-year-old children.

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