

# Karebears Childcare

Ryesland Way, Creech St. Michael, TAUNTON, Somerset TA3 5TA



<b>Inspection date</b>	7 March 2019
Previous inspection date	17 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- Managers and staff work very well together. They have made significant improvements since the last inspection and have successfully addressed the actions. For example, substantial changes have been made to the nursery inside and out. As a result, children are now cared for in a well-resourced and stimulating environment.
- Staff are well qualified and experienced, they know children very well and talk knowledgeably about their key children. They rapidly identify when there are gaps in children's learning and provide extra support to help them. All children make good progress in their learning.
- Children form strong attachments with caring staff, who promote their emotional well-being effectively. Staff consistently praise children's efforts. Children's behaviour is exemplary.
- Children benefit from daily outdoor play in the exciting garden areas. The excellent range of resources and planned activities promote children's physical and social skills very well.
- Partnerships with parents are strong. Staff regularly share detailed information about children's learning and daily care routines with parents. This helps to provide a consistent approach to meet children's developmental needs. Parents are highly complimentary about the nursery.
- Managers have made considerable improvements to their monitoring of staff performance. However, they are not sufficiently embedded, to help staff identify how they can raise the quality of their teaching to the highest level possible.
- Staff do not consistently support older boys to engage in activities to promote their early literacy skills, such as linking sounds to letters, naming and sounding the letters of the alphabet and learning how to write letter shapes.

## What the setting needs to do to improve further

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

- develop further the supervision process to focus more precisely on raising the quality of teaching to an even higher level
- develop further the literacy programme to provide more opportunities to engage boys in linking sounds to letters, naming and sounding the letters of the alphabet and learning how to write letter shapes.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector spoke with staff, parents and children to seek their views at appropriate times during the inspection.
- The inspector held discussions with the manager and her deputy to discuss practice and the provision.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation, including the setting's action plan for changes, risk assessments, staff training files, policies and procedures.

#### Inspector

Linda Williamson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have good knowledge of safeguarding issues, including recent guidance. They know the procedures to follow if they have concerns about a child or a colleague. Managers successfully monitor educational programmes for children. They track individual and groups of children's learning and development, to ensure any identified gaps are swiftly closed. Recruitment processes are effective in checking staff suitability to work with children and this is monitored regularly. Staff have attended training which has had a positive impact on their practice. For example, they now successfully place more focus on children's interests when planning activities.

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

Staff encourage children's speaking and listening skills effectively. For example, they provide a running commentary about what children are doing and extend vocabulary well. Staff ask meaningful questions that encourage children to share their thoughts and ideas. Children have many opportunities to develop their imagination and number skills well. For example, children engage enthusiastically in the supermarket role play. They confidently pretend to buy and sell the real food produce. Children build on their existing knowledge and decide to make fruit juices and fruit soup. They independently peel, cut and squash the fruits into bowls. Staff support babies to explore and develop their communication and physical skills very well. For example, staff happily sing songs and babies show increased delight as they play with water and toy ducks.

### Personal development, behaviour and welfare are good

Staff make excellent use of activities and daily routines to promote children's independence and self-help skills. For example, older children decide when to have their morning snack. They skilfully pour their own drinks and cut up their fruit. All provided food is very healthy. Older children choose their own cutlery and serve themselves their accompaniments to the midday meal. Staff support the personal care needs of babies and toddlers very well, by consistency following high standards of hygiene and care practices. There are close emotional attachments which help to develop babies' and young children's confidence. The arrangements for when children move to a new group are well planned, highly effective and adapted to meet each child's individual needs.

### Outcomes for children are good

Children acquire the key skills they need to help prepare them in readiness for school. They develop good self-care skills, for example as they put on their coats and boots for outdoor play. Children initiate their own learning and play well together. They listen attentively to stories. Children understand and follow simple instructions, for example, when it is time to replace toys in the storage boxes.

## Setting details

<b>Unique reference number</b>	EY455304
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10089374
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Davey, Karen
<b>Registered person unique reference number</b>	RP512389
<b>Date of previous inspection</b>	17 April 2018
<b>Telephone number</b>	01823 444422

Karebears Childcare registered in 2013 and operates within the village of Creech St Michael, near Taunton, Somerset. The nursery employs 10 members of childcare staff, including the owner, who is also the nursery manager. Of these, three hold early years qualifications at level 3 and five hold qualifications at level 2. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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