



Inspection Report For Early Years Provision

Unique Reference Number	BFG02DC111
Inspection Date	05 November 2008
Childcare Inspector	Karen Deans
Registered Provision -Setting Name <i>Suppressed if childminder</i>	Golden Bears Daycare
Registered Provision -Setting Address <i>Suppressed if childminder</i>	Block M1 Trenchard Barracks Hohe Wende 22 29223 Celle
Type of Care	Full day care

ABOUT THIS INSPECTION

British Forces Early Years Service is granted with accreditation by the Secretary of State for Defence for regulating childcare provision for Crown Servants overseas, in accordance with the criteria set out in the Tax Credit (New Category of Child Care Provider) Regulations 2002. The purpose of this inspection is to assure the Ministry of Defence (MOD), parents and the public of the quality of child care.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the National Standards for under 8s day care and childminding.

The report includes information on any complaints about childcare provision which British Forces Early Years Service (BFEYS) has received since 1st January 2006.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see booklet "*Are you ready for your inspection*" which is available from BFEYS.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are **good**. The registered person **meets** the National Standards for under 8s daycare and childminding.

WHAT SORT OF SETTING IS IT?

Golden Bears Daycare is situated within Trenchard Barracks and is managed by the Army Welfare Service. It provides day care facilities for military personnel and their families from the local garrison. The setting is located on the ground floor of a community centre and has sole use of the premises with its own entrance inside the main building.

The setting has been registered since February 2004 to provide full day care provision for 50 children aged from 6 weeks to under 5 years and opens from 08.30 to 14.30, Monday to Friday, school term times only. Facilities include three playrooms, a separate snack room, children's toilets with nappy changing facilities, separate adult toilet facilities, an office, a kitchen and a storage room.

The manager holds a level 3 qualification which is appropriate to her post and the deputy is working towards a level 3. The remaining staff have completed levels 2 and 3 qualifications in childcare and have attended various professional development courses, such as child protection, first aid, food handling and fire safety training. Currently, there are no children attending who have Special Educational Needs or speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is **good**. Children's health and wellbeing is promoted well because children are cared for in a warm, clean environment where staff are aware of and follow good hygiene practices. Children learn about the importance of good personal hygiene through the daily routine. They wash their hands before snack and after using the toilet; easily accessible wash basins, liquid soap and paper towels supported by informative picture posters about washing hands help children develop independence. Babies and younger children receive good levels of care including sensitive nappy changing, feeding and sleeping arrangements. They benefit from and enjoy lots of warm comfort and cuddles with consistent staff, which fosters their emotional wellbeing. Children's health is further promoted by staff who have an up to date knowledge of first-aid and follow appropriate procedures for the recording of accidents and administration of medication. Some staff are trained in procedures to support children with specific health needs, such as the use of epipens in case of medical emergencies. A fully stocked first-aid box is readily accessible at all times. Clear procedures for sick children help to prevent the spread of infection; children with contagious illnesses are excluded and those who become unwell whilst in the setting have appropriate care until collection.

Children have their individual dietary needs met because staff work in partnership with parents. Information relating to children's requirements, preferences or food allergies is recorded and any specific needs shared with staff and meticulously catered for. Children develop awareness of healthy eating through the provision of nutritious snacks, for example, various fruits, yoghurts and crackers. Children's lunches are provided by parents and are suitably stored and prepared. Children are encouraged to try different types of food through celebrations of various festivals, such as Chinese New Year, and through effectively planned topics to discuss healthy eating. Babies and young children eat meals in line with their individual daily routines and are encouraged to feed themselves in order to develop their independence. Although appropriate procedures are followed for feeding babies, staff do not keep records of babies' food intake for parents. Older children sit together to enjoy a shared meal as a sociable occasion, chatting to their peers and staff about their day and the foods they are eating. Babies and younger children are encouraged to drink plenty of fluids throughout the day and older children readily access fresh drinking water from a portable water dispenser.

Children engage in various activities that promote their healthy growth and development. The fully enclosed outdoor space provides children with regular opportunities to run, climb, slide and ride tricycles while playing in the fresh air. Children also participate in organised games, such as throwing and catching balls or playing with hoops, which help develop their co-ordination. Children learn to control their small movements and improve their hand-eye co-ordination as they engage in mark making and manipulate the play dough with small tools. Children move around the premises with confidence and show a good awareness of space, themselves and others. Babies and younger children are provided with a quiet environment for sleep times to ensure that their home routines are followed.

Protecting children from harm or neglect and helping them to stay safe

The provision is **good**. Children are cared for in a safe and secure environment where staff take positive steps to minimise risks to children. The premises are colourfully decorated using children's art work, posters, murals and mobiles. The setting is well organised, comfortably furnished and equipped enabling children to make good use of the child-focused space. Good security measures are in place to manage and monitor access into the building. The main door to the nursery is kept locked and parents or visitors ring the doorbell to gain entry. The outdoor play area is kept secure

with locked gates and a fully enclosed fence. A good system of recording the attendance of children, staff and visitors is in place to ensure children's safety. Children are unable to leave the premises unsupervised and safe collection procedures ensure that only authorised adults collect children at home time. All fire precautions are in place; equipment is checked and the evacuation plan is practised with children to monitor its effectiveness in the event of a fire. Children learn how to keep themselves safe as staff gently remind them of potential dangers, for example, encouraging them to use tools safely and not running whilst in the playroom. Appropriate procedures and policies are followed during outings to ensure that children's safety is maintained.

Children have access to activities and a range of good quality toys and equipment that cover all areas of learning. These are age and stage appropriate and stored safely in child height storage units and drawers to encourage children to self select. Babies are kept safe through the use of sturdy equipment and some domestic style furniture provides a comfortable environment. Toys are regularly cleaned, checked and maintained. Staff complete risk assessments which ensure that toys, equipment and resources are safe.

Children's welfare is effectively promoted as staff have attended safeguarding training and have a good understanding of the correct procedures to follow should they have concerns about a child. Child protection policies and procedures are well known by staff and shared with parents.

Helping children achieve well and enjoy what they do

The provision is **good**. Children enjoy their time at the nursery, where they are making good progress in their development. They enter the setting confidently, are welcomed by staff and separate from their carers with ease. Babies settle well as staff provide a calm environment, speaking kindly and calmly to them, which ensures that they feel confident, secure and self-assured. Children develop a sense of belonging, being very familiar with the daily routines. Group activities teach children to play co-operatively, take turns and share. Children are able to access a variety of activities, such as sand and water play, construction, hand and eye co-ordination and sensory and imaginative play. They enjoy art and craft activities using a wide range of materials to create their own work alongside more structured art activities. Children are encouraged to develop a pride in their achievements and examples of their work adorn the walls. Children enjoy singing activities and join in with the responses and actions and listen attentively to their favourite stories. Babies and younger children have plenty of space to roll, crawl and develop their walking skills. They spend time exploring toys and resources, such as musical toys, sensory equipment and materials. Children develop well through opportunities to play independently and also with their peers. They enjoy a good balance of adult-led and child-initiated play activities.

Staff know the children well and have a good understanding of individual children's specific stages of development and of the steps to take to help them progress effectively. Staff have a good understanding of the '*Birth to three matters*' framework and activities are incorporated into planning to ensure that younger children are fully supported. Staff have recently attended Early Years Foundation Stage training and are beginning to implement the framework into their practice. Planning documents are informative and reflective of children's individual needs. Information gained from routine observations and assessments are evaluated in terms of what children know and can do and are used to successfully inform future planning. This ensures that all children make progress in line with their individual stage of development and learning.

Helping children make a positive contribution

The provision is **good**. Children benefit from being cared for in a warm, child-friendly environment where staff are fully informed of their individual needs. All children and parents are welcomed on arrival and staff are always available to speak to them. Children have built positive relationships with staff and are given appropriate support to ensure that they feel settled and secure. Children are treated and respected as individuals. Their spiritual, moral, social and cultural development is fostered. Children gain an awareness of their local community and the diversity of the wider world through a good selection of resources that promote positive images of others. They have been involved in celebrating festivals, such as Diwali and Chinese New Year, which are explored through creative play, books, music and food. Posters around the room show children with disabilities and from different cultures and religions. Children learn social skills and enjoy being with and talking to adults and other children. The setting is proactive in ensuring that appropriate actions are taken if a child with special needs is identified or admitted to the provision. Staff work closely with parents and other professionals to ensure children's needs are effectively met.

Children are well behaved and polite and staff praise children to encourage acceptable behaviour. Children are given clear explanations of the setting's rules, which ensures that they know what is expected of them. They play co-operatively together, share and take turns. Staff are good role models as they use positive language and demonstrate good manners when talking with each other and the children. Children display a sense of pride as they show reward stickers to members of staff for potty training. The setting has implemented a Behaviour Management policy which is shared with parents; however, they have not identified a member of staff who has the responsibility for behaviour management issues.

Partnership with parents and carers is good. Parents are warmly welcomed and readily approach staff to talk about their child and how they are progressing developmentally. Parents receive detailed information about how the setting operates which includes policies and procedures. They are kept up to date with current themes through regular newsletters. Parents spoken to are very supportive and happy with the care their children receive.

Organisation

The organisation is **good**. Children benefit greatly from the good organisation of the setting. They are cared for in base rooms according to their age and stage of development. Staff organise time, space and resources effectively and manage necessary domestic tasks whilst still providing high quality care and support. Robust recruitment and vetting procedures are in place, which ensures staff are suitably qualified and suitable to be in contact with children. A detailed induction programme for all newly appointed staff ensures that they are familiar with their own, and their colleagues', roles and responsibilities within the setting. Staff are deployed effectively and maintain the required adult to child ratios at all times to support children in their care, learning and play. A good level of staff have completed relevant training relating to childcare and an appraisal system is in place that enables the training needs of all staff to be identified and appropriate training sourced. Staff meetings are held regularly where the staff team reviews practices and identifies areas for development. They work well as a team, are enthusiastic and motivated to provide an exciting and stimulating environment for children.

All required documentation which contributes to children's health, safety and wellbeing are in place and regularly reviewed. Policies and procedures are shared with parents to inform them of the provision. Documents are readily available for inspection and stored appropriately to ensure confidentiality.

Overall, the provision meets the needs of all the children who attend.

Improvements since the last inspection.

Since the last inspection a new kitchen has been fitted which conforms to environmental health and food safety regulations.

Complaints since the last inspection

Since the last inspection, there are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of evidence collected on this inspection:

The quality and standards of the care are **good**. The registered person **meets** the National Standards for under 8s daycare and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendations:

- ensure records are kept of babies' food intake for parents
- ensure there is a named staff member within the setting who has responsibility for behaviour management issues and the skills to support staff.