

Inspection of Brown Bear Nursery & Preschool at Bredbury

The Brown Bear Nursery, 142 Oldham Drive, Bredbury, Stockport SK6 1HB

Inspection date:

15 May 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the nursery. They are supported by staff who are kind and caring and find ways to celebrate things which children are good at. For example, some displays outline areas where children have strengths, which are celebrated with parents. Children are making good progress in their learning and development. Staff know what children can already do and use this information to build upon their learning. For example, when children make a wormery, staff help them to notice patterns in the sand and soil.

Children behave well as the rules of the setting are consistently reinforced. For example, children tidy away their own toys, showing respect for the materials they use, and use manners when talking to each other. Children demonstrate positive attitudes to learning. They are supported by staff who have high expectations of what they are able to achieve. For example, children and staff observe a solar fountain. They discuss how the sun is needed to make it work and work together to ensure the water pipes are submerged as they watched how the fountain gets bigger and smaller. Opportunities such as these enhance children's critical-thinking and problem-solving skills. Children are developing strength in their hands which helps to prepare them for early writing. For example, they use tools with increasing control as they make marks as part of their continuous play.

What does the early years setting do well and what does it need to do better?

- There is a strong focus on personal, social and emotional development. For example, staff talk to children about their feelings and have developed sensory spaces where they can regulate their emotions. This helps children to develop an understanding of their feelings and have a safe space to express them.
- Staff provide children with a broad range of experiences to develop their understanding of the world around them. For example, they visit the library, community café and local farm. Opportunities such as these help children to understand the communities in which they live.
- Staff have established effective partnerships with parents. For instance, they have meetings where they share information about children's learning and development and sessions where parents can stay and play in the setting with their children. This helps support parents to understand how to contribute toward their child's learning at home to create a consistent approach to their education.
- Children with special educational needs and/or disabilities receive good support. Staff work closely with other professionals. For example, they meet and talk about children's care and learning needs and how to work together to achieve the best outcome for the children. This helps to ensure that children's individual needs are met.

- Staff undertake ongoing training, including level 6 qualifications and early years teacher status. This helps improve their knowledge so that they can reflect on the provision offered to children and families and make improvements. For example, they have developed the curriculum for personal, social and emotional development and communication and language as a result of the training. This has supported children to be more confident in these areas.
- The leadership team offer staff a range of supervision, coaching and mentoring opportunities. However, they do not consistently identify minor weaknesses in the quality of individual staff teaching in order to support them in raising their practice to the highest level.
- Staff support children to develop their communication and language skills. For example, staff use repetitive language for younger children and introduce new vocabulary for older children. This supports children to use a breadth of language that reflects their experiences.
- Children are developing good levels of independence. For example, they serve themselves food, use cutlery competently and pour their own drinks throughout the day. This helps to prepare children for their next stage of learning as they are able to undertake tasks for themselves.
- Staff provide children with praise for the efforts that they make. For example, they comment on how beautifully children are holding pens to make marks. This helps children to grow in their self-confidence.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge and understanding of the signs and symptoms of abuse, and they know how to respond if any concerns do arise about children's welfare. They undertake regular training in order to keep their safeguarding knowledge up to date. Staff know the procedure to follow if they are concerned about a colleague's conduct. Staff have implemented measures which help to create a safe environment for children. For example, they ensure that children are able to sleep safely by following good practice guidance.

What does the setting need to do to improve?

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

- strengthen mentoring and coaching in order to ensure that minor inconsistencies in practice are swiftly improved so that the quality of teaching is consistently at a high standard.

Setting details

Unique reference number	2734198
Local authority	Stockport
Inspection number	10289752
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	37
Number of children on roll	30
Name of registered person	Brown Bear Nursery & Preschool (Bredbury) Ltd
Registered person unique reference number	2734196
Telephone number	0161 482 2188
Date of previous inspection	Not applicable

Information about this early years setting

Brown Bear at Bredbury registered in 2023. The nursery is open Monday to Friday, from 8am until 6pm, all year round. There are currently 11 staff working directly with children, 10 of whom hold relevant qualifications in childcare at level 2 and above. This includes two members of staff who hold early years teacher status. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Joanne Ryan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leadership team about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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