

Inspection of Baby Bears Day Care

128 Dunthorne Way, Grange Farm, MILTON KEYNES MK8 0LW

Inspection date: 13 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are welcomed by friendly staff as they arrive at this setting. They separate confidently from their parents, excited about their day. Staff know the children well and plan activities around their interests. Children happily explore activities and play alongside, and with, their friends. For example, younger children hide from each other, jumping around excitedly and laughing out loud when they are found.

Staff have high expectations for children's learning and behaviour. They are good role models and support children to behave well. When children's behaviour deteriorates, staff remind them of the golden rules. For example, when children start to run around indoors, staff ask them to remember the rules and why they should not be running. Children listen well, respond and, as a result, stop running.

Children are prepared well for their next stage of learning and the move to school. The recent re-organisation of the area the pre-school children use, and a review of the planning of the day, has resulted in them having a more structured routine. Staff use newly introduced 'carpet' times, to get them used to registration time and build on listening skills. Staff work with schools that children will attend to help support this transition.

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

- Since the last inspection, leaders and managers have worked with staff to evaluate and make improvements to the setting. Safe recruitment procedures have been implemented to ensure that all staff are suitable to work with children. Drop off and collection procedures have been reviewed to ensure that staff have a clear view of which children are arriving or leaving. Risk assessments have been updated and all areas are checked and safe.
- A successful review of the curriculum and recent training means that staff have a good understanding of what they want children to learn and how this can be implemented. Information gathered from families when children first start is used to help plan around their previous experiences and interests.
- Staff support children's speech and language well. They ask children questions and give them time to think and respond. Activities are planned to promote listening skills. Older children start to listen to their friends and take turns talking. Babies are encouraged to make different noises and delight at the praise they receive when they say the names of staff and friends. Staff support toddlers to extend their sentences by adding words.
- Children are supported well to lead active lifestyles. Staff plan around the stage and development of children. For example, babies are encouraged to roll over, crawl and offered support when newly walking. All children have access to a variety of equipment in the garden to promote different skills, such as climbing

and balancing.

- Partnerships with parents are effective overall. Parents say that staff are friendly and that they appreciate the support they need should they need any advice. However, the arrangements to share information with parents about their children's progress and to keep them up-to-date with changes to the setting have been disrupted by recent staff changes.
- Overall, staff promote children's personal, social and emotional development well. Younger children are encouraged to share and take turns, which they do well. If conflicts arise, staff support children to resolve these, which they do well. However, at times, when they are required to share, older children struggle with regulating their emotions. On these occasions, staff are not fully effective at supporting children to manage their behaviour.
- Staff encourage children to be independent. They support them to look after their self-care. For example, children are reminded to get tissues to wipe their noses. They clean their hands before eating and help to tidy away toys and equipment.
- Children with special educational needs and/or disabilities are supported well. Staff complete observations and assessments to track children's progress. Parents are supported with referrals, which helps to ensure that children receive help in the quickest time possible.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the arrangements to share information with parents about the progress their children are making and changes that take place within the setting
- provide more support for children to learn how to manage their feelings and to express their emotions in an appropriate way.

Setting details

Unique reference number	EY437179
Local authority	Milton Keynes
Inspection number	10283752
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	58
Name of registered person	Baby Bears Day Care Limited
Registered person unique reference number	RP530131
Telephone number	01908501032
Date of previous inspection	2 March 2023

Information about this early years setting

Baby Bears Day Care registered in 2011. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The inspector discussed any continued 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 with the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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