

Little Bear's Nursery School Limited

14 Seagry Road, LONDON, E11 2NG

Inspection date	22/04/2013
Previous inspection date	16/04/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- All children have daily access to the well resourced outdoor area, which is inviting and stimulating and supports children's learning and development.
- Strong partnership with parents means that they are involved in their child's learning and are invited to give feedback about their thoughts on how the nursery is run.
- Children are happy, engaged and settled and have made strong attachments with staff who know them well.
- Clear and effective support is offered to children with additional needs so that they progress and achieve to their full potential.

It is not yet outstanding because

- The role-play area and art activities, lack variety and imagination to fully catch children's attention and engage them further.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Caroline Preston

Full Report

Information about the setting

Little bear's Nursery school and Little Bear's Club opened in 2013. It is one of two privately owned nurseries. It operates from a converted private nursing home in Wanstead in the London Borough of Redbridge. Access to the building is at ground level. Children have access to four indoor playrooms, two of which are on the ground floor and two on the first floor. The nursery also has a new large purpose built afterschool club, also used for a breakfast club and holiday playscheme. Access to the upstairs rooms is via an internal staircase. Children also share access to a secure outside garden. The nursery is open each weekday between 8am and 6pm. The breakfast club is open between 7.30am and 9am and 3.30pm and 6pm each day all year round. The holiday club is open between 7.30 am and 6pm during the school holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 53 children on roll. There are ten members of staff all of whom hold early years qualifications to at least level two. The nursery supports children who have special educational needs and /or disabilities and who speak English as an additional language.

What the setting needs to do to improve further

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

- offer additional interesting, resources to develop children's imagination in the role-play area and through art activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress towards the early learning goals; they enjoy playing and learning and benefit from good staff interaction. On-entry observations and assessments on all children show children's starting points and demonstrate the good progress they are making in all areas. Children with additional needs are supported well as staff identify individual needs and contact relevant external agencies for advice. This means that children's specific needs are identified very early on and steps put in place so that all children achieve to their full potential. Parents contribute to their child's initial assessment through completing registration documents and speaking to their child's key person. This means staff can plan for children's learning from the start. Children learning English as an additional language receive good support from staff, who learn key words in the children's home language to help them feel settled and included in the nursery.

Young babies enjoy cuddles and being held by staff who respond well to their needs. Staff

tune in sensitively to babies and provide warm, loving, consistent care. This helps build security and attachment. Children play alongside others as they play in the garden sharing the wide variety of good outdoor resources. Children play cooperatively with staff as they paint their hands and fingers, listening to staff praise and discussions. This helps children develop good communication and language skills and helps them develop confidence in exploring various materials.

Young babies enjoy being physically close to staff and each other, making eye contact as they sit and listen to stories and music. Older children listen quietly during registration time as staff talk to them about the letters in their names asking them to sound them out. This supports their understanding of each other's names and the letters that make up their names. This helps children develop useful skills in readiness for the next stage in their learning, and eventually school.

Young babies sit unsupported on the floor, they crawl, shuffle and roll to move around and reach for musical instruments. They enjoy feeding themselves using their fingers to grasp the food and explore the textures and tastes. Older children move freely and with pleasure and confidence in the garden. They walk, run, jump and climb skilfully. This demonstrates their increasing physical skills as they use their bodies in different ways.

Children talk about maths in everyday situations as they fill weighing scales with dried pasta. They talk about how many pieces they have and how heavy the scales are as they walk around the room. Children talk about their various trips to visit grandparents and many holidays they have been on and the airlines they flew with. This shows their good understanding of the world around them. Children enjoy building with construction resources building the bricks as high as they can and make watching them fall. Children enjoy and are skilful using different educational programmes on the computer. However, role play resources and art activities are not always unusual and interesting to spark children's imagination further and keep them fully interested.

The contribution of the early years provision to the well-being of children

Children make good attachments with staff which promotes their well-being and independence. Staff are good role models; they show affection towards children and act respectfully towards each other and parents. This means that children see and experience positive behaviour at the nursery which helps them understand how to behave well. Staff reinforce boundaries of behaviour to the level children can understand so they know what is acceptable behaviour. Children learn about the wider community through effective resources which promote differences. Children learn about different festivals and celebrations such as St George's day, which they are currently learning about. This means they begin to have positive experiences and develop knowledge about people who are different to them and celebrate their own backgrounds.

Children learn about safety as they play outside using the different equipment. They learn to take turns and be mindful of children around them as they ride and climb. They learn not to run inside and share toys and play safely. Children learn about healthy lifestyles, as

they are offered healthy and nutritious meals. They have many daily opportunities for fresh air and exercise in the garden. Children learn about good hygiene routines as they wash their hands before meals and after using the toilet.

The indoor and outdoor environments are well-resourced and welcoming. Children have plenty of space in all the rooms, the rooms are clean and bright, and staff are attentive and friendly. Children have access to resources that support their development in all areas and are age and stage appropriate. All of which supports and prepares children for school.

The effectiveness of the leadership and management of the early years provision

Leadership and management is good. The nursery runs smoothly and children's individual needs are met effectively. Staff know and understand their roles and responsibilities and are supported well by the management team. The new manager has begun to implement staff supervisions and appraisals so that systems for performance management help staff develop professionally. Effective self-assessment means that areas of practice and the environment are improved. For example the development of the garden area means children have greater experiences in all areas of learning. The delivery of the educational programme is effective. Staff monitor children's progress and plan a challenging range of activities overall, that help children make good progress in their learning and development.

Staff's good understanding of safeguarding procedures means that they know how to identify any concerns if needed. All staff attend regular safeguarding training to update their knowledge. The management team implement and manage well any concerns raised by parents, appropriate procedures are followed and external agencies contacted for advice to safeguard children. Detailed risk assessments show how staff identify and remove any possible hazards to children inside, outside and when taking children on trips out of the nursery. All policies and procedures are in place for the smooth running of the nursery and out of school club.

Effective links with external agencies have been established to support children's development when additional needs are identified. Good partnership with parents helps children to settle and achieve. Parents attend open evenings, share what their child achieves at home with staff and attend fathers' meetings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY430360
Local authority	Redbridge
Inspection number	823593
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	53
Name of provider	Little Bears 2 Limited
Date of previous inspection	16/04/2012
Telephone number	0

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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