

Little Bears Nursery School Ltd

3 The Green, London, E11 2NT

Inspection date	15/07/2013
Previous inspection date	01/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Staff support children effectively during play; they sit and play with them, interacting well. As a result, children effectively learn and develop.
- Staff organise the garden with a good range of resources and activities which complement the learning and development areas effectively. Children move between the inside and outdoors independently.
- Extra-curricular activities offered to children such as 'Teddy Tennis' provide children with good learning experiences to enhance their development.
- Staff work well as a team; they support each other effectively to ensure the needs of the children are met.

It is not yet outstanding because

- Opportunities for children to develop and learn about information, communication and technology are not always available.
- Staff do not always recognise opportunities to further extend and improve children's understanding of calculation, such as simple addition and subtraction problems.

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 voluntary and compulsory parts 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 a range of documentation, including a representative sample of children's records, development plans and staff suitability records.
- The inspector held discussions with the manager and talked with staff.

Inspector

Caroline Preston

Full Report

Information about the setting

Little Bears Nursery School Ltd registered in 2005. It is privately owned and is one of two nurseries owned by the provider. It is situated in Wanstead in the London Borough of Redbridge, within walking distance of local schools and shops. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 57 children on roll, all of whom are in the early years age group. The children attend for a variety of sessions. The nursery is in receipt of funding for free education for three- and four-year-olds. It operates Monday to Friday from 8am to 6pm. The nursery employs 17 members of staff, including the manager; all hold a recognised childcare qualification.

What the setting needs to do to improve further

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

- consider ways to further support children's understanding of mathematics, for example, through everyday experiences that involve simple addition and subtraction problems
- strengthen children's understanding of the world, for example, by providing more opportunities to expand their knowledge of information and communication technology equipment.

Inspection judgements

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

Staff offer children a good range of learning opportunities which help them progress and learn in all areas. Staff undertake relevant observations and assessments when children start at the nursery and continue with these throughout each child's time at the nursery. As a result, staff effectively plan to meet children's individual needs and recognise and support any emerging special educational needs and/or disabilities. Parents are invited to contribute to children's initial assessments, which help staff know and understand what stage children are at in their development. This also supports staff to begin to build

effective relationships with parents from the start. Staff inform parents of the 'letter of the week' and are invited to help their children choose and bring in an object that represents that letter. For example, children have brought in a soft toy elephant and an egg for this week's letter 'E'. This helps parents to be involved in their children's learning at the nursery and at home. Using the 'letter of the week' system also helps to develop children's early literacy skills.

Staff also provide children with a good range of writing resources which are freely accessible. Staff support children's communication and language by encouraging children to speak up during circle time. For example, children happily talk about their weekend at home and what they did, such as visits to the zoo, family parties and trips out. This encourages children to develop confidence and skills in expressing themselves in larger groups.

Staff provide children with a full and good range of physical play activities. The outdoor garden is available all day, so that children play freely, both inside and outside. There is a good range of large climbing resources so that children can develop their physical skills. The nursery offers extra-curricular activities, for example, 'Teddy Tennis'. Children learn to balance, bat a ball over a small net and develop good coordination skills.

Staff sit and play with children supporting their mathematical development during table top games and activities. They encourage children to add the number of small rings and place them in order, supporting counting skills. However, staff do not always take opportunities to develop children's adding and subtracting skills during everyday play. Staff help children to plant vegetables and plants in the garden, developing children's understanding of the world. However, there are currently fewer opportunities for expanding children's understanding of information and communication technology through appropriate resources and equipment in the pre-school room.

Staff provide water play activities for young babies in the extremely hot weather. These help them to cool down and give them time to enjoy playing with natural resources. This supports young babies' personal, social and emotional development. Babies enjoy splashing the water and playing with their friends. Staff sit and interact well with the babies and have developed good relationships with them.

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

Staff support children to settle and feel secure. Strong key person systems promote children's well-being and independence. Staff are effective role models. They work well in a team and are kind and considerate towards the children. Staff follow good behaviour management procedures and are good role models. As a result, children learn how to behave appropriately. Staff talk calmly to the children; they are vigilant and remind children when their behaviour is not acceptable. Children play well together, sharing resources and taking turns when necessary.

Staff offer appropriate resources to reflect diversity. They celebrate festivals with children, supporting their understanding of people's differences. Displays show some of the children's family photographs and which counties they originate from. Staff offer children healthy meals and drinks throughout the day and large physical play; all of which supports their understanding of healthy lifestyles. Older children are confident and manage their own hygiene needs well. Staff are there to support children if they need help in the bathroom and staff respond immediately to parents' requests if they feel their child needs help after using the toilet.

The nursery is well-resourced and meets the needs of the children who attend. Resources both inside and outside are interesting and stimulating and reflect the seven areas of learning well. As a result, children are making good progress and are effectively prepared for their next stage in learning.

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

Senior staff are effective in monitoring the educational programme, moving staff around in the playrooms to provide children with improved care and education. This is because senior staff have observed individual staff's strengths and weaknesses, and know which staff work better with certain age groups. Robust recruitment, vetting and induction procedures ensure any adult caring for children is suitable to do so. Although the manager and some staff have changed recently, the management team has worked hard to support the staff team and build effective working relationships for all staff. This is through regular staff meetings and appraisals. In addition, staff are able to attend further training to improve their professional development.

Staff know and understand safeguarding procedures and they attend in-house safeguarding training. This means they are able to identify possible concerns and follow correct procedures to help keep children safe. All staff are trained in first aid and how to use an epipen, so are competent in managing any accidents children may have. Staff complete detailed risk assessments to ensure no hazards to children remain. In addition, staff know and understand the nursery's policies and procedures to help safeguard children's welfare. For example, staff do not use their mobile phones during working hours or around the children. Furthermore, staff always remain within required ratios, so that there are always the correct number of staff to care for the amount of children present. This effectively supports the well-being of children. The premises are safe and secure and meet the needs of the children. Bathroom facilities are appropriate to support children's care and well-being.

Effective self-evaluation supports improved childcare practice by staff. For example, the nursery is in the process of developing parent breakfast times, so that parents are invited to stay and have breakfast with staff and children to build positive relationships. The

nursery also works closely with the local authority to develop practice. Parents are given daily verbal feedback and receive written record sheets for younger babies which staff complete. Parents are invited to parents' evenings to discuss their child's records and progress. They are also invited to complete parental questionnaires. As a result, partnerships with parents are strong and many parents demonstrate this as they readily take part in charity and fund-raising events. Staff are aware to work with external agencies to support children with special educational needs and or/disabilities.

The Childcare Register

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

The requirements for the voluntary 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	EY304092
Local authority	Redbridge
Inspection number	926856
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	48
Name of provider	Little Bears Nursery School Ltd
Date of previous inspection	01/06/2011
Telephone number	0208 5329562

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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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