

# Little Bear's Nursery

40 Cheering Lane, Olympic Park, London, E20 1BD

## Inspection date

Previous inspection date

31/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 help children to learn through planning appropriate activities that support children's next steps in learning and development.
- Teaching practices are good, which means that staff teach children to listen and to try things for themselves.
- Partnerships with parents are good and work well to support children's care, learning and development, between the nursery and home.
- Staff help children to learn how to lead healthy lifestyles through good hygiene routines and healthy, balanced and nutritious meals and snacks.
- The manager shows a good commitment to maintaining continuous development through effective systems for self-evaluation and supporting staff to develop their own professional qualifications.

### It is not yet outstanding because

- There are limited opportunities for children to see and recognise letters in the environment.

## 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 spoke to some children, staff, parents and the management.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector sampled children's learning journals, assessments and planning documentation.
- The inspector checked evidence of staff's suitability to be working with children and proof of their qualifications.

## Inspector

Susan Mann

## Full report

### Information about the setting

Little Bear's Nursery registered in August 2013. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. It is run privately and operates from premises within Chobham Academy, The Olympic Park, Stratford, in the London Borough of Newham. There is access to a good size outdoor play area.

It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery receives funding to provide free early education to children aged two-, three- and four-years. Children attend for a variety of sessions. The nursery currently employs eleven members of staff, nine of whom hold appropriate qualifications at level 3.

### What the setting needs to do to improve further

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

- further develop children's awareness of letters through visual displays and signage.

### Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. Therefore, teaching has a positive impact on children's learning and development. Staff gather information about children's current stages of learning and development when they start at the nursery. This means that staff know children's starting points and can continually monitor their progress. There are effective ongoing systems in place to ensure that staff are able to observe and assess children's skills, knowledge and abilities, accurately. Every child is regularly observed, which helps staff to plan for children's next steps in their learning and development. This means that activities and experiences provide sufficient challenge for children and help them to make consistent progress. Children's learning journals are neatly presented, with annotations detailing what areas of learning the activity supports. Photographs and pieces of children's work are also in the journals, which provides parents with plenty of detail about their children's achievements.

Staff help children to learn and they encourage children to try things for themselves. For example, a focus activity to make Easter baskets is set up. Staff talk to children about what they are making and why, and then allow children to choose the colours and decorations they would like to use. This helps children to develop express their own ideas and use their imaginative to skills to decorate their basket in their own style. Staff use lots of relevant language to describe what the children are doing, which helps to extend children's vocabulary and teach them new words. Children in all rooms have a good range

of appropriate books; this encourages children to look at books and they enjoy listening to their favourite stories. Consequently, staff show a good understanding of how to support children's communication, language and literacy development effectively. Staff working with the toddlers use small pictures on which children's names are written, to help them learn to recognise their names. However, staff miss opportunities to further extend this by displaying posters and other visual aids to further this awareness.

Staff working with the youngest children provide a good range of interesting and stimulating experiences and activities to engage them. For example, staff use ice cream to encourage children to explore using their hands. They play alongside children encouraging them to touch and smell the ice cream as it melts. This helps children to try new experiences and gain confidence in their own abilities. Staff provide children with a wide range of objects to explore in 'Treasure baskets'. Staff encourage children to touch different textures and use objects with lights, such as small balls, to interest them. This supportive approach interests and motivates children to learn about the world around them using some of their senses.

Children enjoy daily access to the outside play area. This provides children with fresh air and opportunities to use their physical skills as they run about, kick balls, climb small play equipment and ride about on bicycles and wheeled toys. In addition, staff take other resources outside, such as puzzles and drawing equipment, which enables children to continue their learning outside.

Staff care for some children who have special educational needs and/or disabilities. They work closely with parents and other professionals to formulate individual educational plans, which help to support children. Regular meetings with the parents allows staff to talk through how they are supporting children. This means that children with special educational needs and/or disabilities are supported and able to make progress in relation to their own starting points.

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

The staff support children's personal, social and emotional development well. They spend time at the start of each new care arrangement, with parents and their children in the nursery. This process helps children to explore because they feel secure with their parents, and it helps staff to see what children can do and what they like. Ongoing discussions between parents and staff help to build trusting relationships; this promotes effective information sharing. This means that parents understand their children's stages of learning and development and can continue to support their children at home. Consequently, children make consistent progress in relation to their starting points.

Children show good attachments to the staff. They approach staff freely to share their thoughts and enjoy cuddles when they feel uncertain. This helps to promote children's self-confidence and security. The youngest children settle in smoothly as staff quickly meet their individual needs. For example, staff learn how babies signal for their dummies or a drink.

Children learn about the importance of leading healthy lifestyles, as staff ensure that they provide healthy, balanced and nutritious snacks and meals for children. Children enjoy fresh fruit for their snacks and have hot meals, such as chilli and rice. There is always fresh drinking water freely available for children to access if they feel thirsty. Staff who work with the older children, encourage them to become independent. Children serve themselves their meals and help themselves to drinks when they want to. This helps to develop some of the skills children will need when they move on to school. Daily opportunities for children to play outside help to support children's good health and well-being. Children enjoy a suitable range of outdoor play, which helps them to enjoy being outside in the fresh air. The garden area is currently under review and plans are in place to increase the range of activities available to children outdoors.

Children behave well as staff teach children to listen to instructions and be attentive. This means that children learn how to share resources and take turns, as staff teach them appropriate social skills and manners. Staff provide clear explanations to the older children as to why their behaviour is unacceptable, which helps children to understand how their actions affect others.

Staff have links with the local school, which they share premises with. This means that information about children's stages of learning and development is shared between staff and teachers, which helps to continue children's care routines and learning.

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

The providers show a good understanding of the Statutory Framework for the Early Years Foundation Stage. They ensure that all staff have a strong understanding of their responsibilities in safeguarding children. They regularly use staff meetings to refresh staff's knowledge so that staff know what to do should they have any concerns about children in their care. This helps to protect children from harm. Risk assessments and daily checks are effective in ensuring that children are able to play in a safe environment. This is because staff identify any possible hazards to children and take appropriate action to minimise those risks.

The manager monitors staff's observations and assessments on children, which ensures that staff are correctly assessing children's progress and planning well to the needs of every child. Consequently, all children are making consistent progress in relation to their starting points and are ready for the next steps in their learning.

Staff share their records of children's learning and development with parents frequently. This helps to foster good partnerships with parents. They are aware of how their children are progressing so they are able to further support their children at home, which promotes children's learning and development well.

There are good procedures in place for recruitment of new staff. The manager initially

conducts a telephone interview with possible candidates, which helps to her to assess their knowledge prior to inviting them in for an interview. The manager then ensures that all new staff are thoroughly vetted through the Disclosure and Barring Service prior to them starting work. She requests references, proof of qualifications and asks for a health declaration. This means that all new staff are cleared as suitable to be working with children. Good induction training for new staff members means they learn the policies and procedures of the setting, and that they understand their own roles and responsibilities.

The manager monitors staff practice through regular supervisions and appraisals. This helps staff to discuss any concerns they may have about children in their care or their own professional development. She also encourages staff to attend training opportunities that she feels will benefit them and she makes good use of the free training that the local authority offers. Consequently, staff are enthusiastic and motivated, which has a positive impact on the children. Appraisals focus on the staff's development over the year, providing them with opportunities to further their qualifications or take on new roles within the nursery. For example, staff who show an interest in special educational needs and/or disabilities, are able to attend relevant training and then take on the role of special educational needs coordinators within the nursery. Therefore, the management are working effectively to improve the quality of teaching.

There are effective procedures in operation for evaluating the effectiveness of the educational programmes and the environment. Staff contribute to the process, as do the parents. Staff observe children, and they talk to the older ones, to help them learn how children themselves view the nursery and what they like doing. For example, staff are in the process of redesigning the garden and entrance to the nursery. This will provide lots more opportunities for children to enjoy physical play outside and make it easier for parents to drop off and collect their children.

There are effective links with external professionals to provide support and guidance for staff should they have any children with special educational needs and/or disabilities. This means that educational plans can be tailored to meet children's individual needs, to help them to make progress in relation to their starting points.

### **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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY464872                 |
| <b>Local authority</b>             | Newham                   |
| <b>Inspection number</b>           | 934788                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 70                       |
| <b>Number of children on roll</b>  | 45                       |
| <b>Name of provider</b>            | Little Bear's 3 Limited  |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 07595249620              |

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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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