

Bear's House Nursery

11 Holmesdale Gardens, Hastings, East Sussex, TN34 1LY



Inspection date

15 June 2016

Previous inspection date

29 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have good relationships with parents. They provide a range of ways for them to share information about children's learning and to be involved in assessments. For example, staff show parents written observations, have regular discussions and one-to-one meetings.
- Children have a good range of experiences to help them learn how to lead healthy lifestyles. For instance, they brush their teeth after eating and have a good range of nourishing meals and snacks.
- Staff are eager to find out children's interests to use when planning activities. They are keen to use these to plan and help ensure that children make good progress and remain engaged and motivated to learn.
- The leadership team and staff have made many positive improvements since their last inspection. Staff reflect well on their practice. They identify how they can improve and have plans to continue to support good outcomes for all children.

It is not yet outstanding because:

- Staff do not always fully extend activities to further challenge the most-able children's learning to the highest level.
- Staff do not always help children learn about how to manage risk themselves, for example when children challenge their own skills further, during play.

What the setting needs to do to improve further

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

- continue to find ways to support and challenge the most-able children to make the best possible progress
- use every opportunity to help children learn about how to manage risk to keep themselves safe.

Inspection activities

- The inspector observed the quality of teaching inside and outside, and assessed the impact of this on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed documentation, such as policies and procedures, and children's learning records.
- The inspector held a meeting with the manager and the provider.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good awareness of child protection issues and what to do to keep children safe. The manager supports the qualified staff to develop their practice well. For instance, they receive one-to-one support and attend training. The manager and staff check children's progress effectively. They are aware of gaps in children's progress and quickly offer effective support. The leadership team has a thorough understanding of the needs of the children. Additional funding to support children has had a positive impact on their development. For example, the leadership team has developed further outside play and learning opportunities for children.

Quality of teaching, learning and assessment is good

Staff observe children's learning well and have a good understanding of how to support their development. For instance, they identify children's next steps in learning to help them continue to make progress. Staff provide good support for children to develop their mathematical development. For example, they help them to recognise numbers and children count how many toy fish they have caught. Children develop an interest in nature and looking for bugs. For instance, young children enjoy finding spiders and following where they go and how to pick them up. Babies enjoy being creative and exploring. For example, they actively explore paint and make marks. Older children develop an awareness of letters and words. For instance, they identify their names and show staff other names that they know.

Personal development, behaviour and welfare are good

All children are happy, confident and settled at nursery. Staff work well with parents to ensure children get the most out of their nursery experience. Children receive good support to take turns and are kind to each other. For example, staff help children to time when it is their turn. Children enjoy being independent. For instance, they select a range of toys and are able to be involved in completing jobs at lunch time. Staff help children to learn about the world around them. For example, they celebrate festivals and talk about where they have been on holiday.

Outcomes for children are good

All children make good progress in their learning and development. Children learn to be patient and listen well to instructions. For example, they enjoy cooking in small groups and mixing ingredients together. Children have good attitudes towards learning and are confident to ask questions. Children learn a good range of skills to help them prepare to start school.

Setting details

Unique reference number	EY455180
Local authority	East Sussex
Inspection number	1028336
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	66
Name of registered person	Early Beginnings Nurseries Limited
Registered person unique reference number	RP532087
Date of previous inspection	29 April 2013
Telephone number	01424465856

Bear's House Nursery originally registered in 2004. The nursery ownership changed in 2012 and is in Hastings, East Sussex. The nursery is open each weekday from 7.30am to 6pm, all year round except bank holidays. There are 11 members of staff, 8 of whom have an appropriate early years qualification to level 3, with 3 having a level 2 qualification. The nursery receives funding for free early years education for children aged two, three and four years.

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