

Little Bears Day Nursery

1-1a First Avenue, Carlton, NOTTINGHAM, NG4 1PH



Inspection date

19 October 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The legal requirements for staff-to-child ratios are not consistently met throughout the day.
- At times when staff are carrying out routine tasks, such as covering for staff lunch breaks the interaction and engagement with children is not as effective as at other times of the day.
- The manager does not track children's progress precisely enough in order to ensure children make the best possible progress in their learning and development.
- Staff do not make the best of opportunities to help babies develop their physical skills to support early mark making.

It has the following strengths

- Parents' written comments are very positive. They state they are very pleased with the good progress their children make and how welcoming and professional staff make them feel.
- Staff operate the key-person system effectively to promote children's emotional well-being. For example, babies settle quickly and develop their confidence with the help from the nurturing staff.
- Staff use their observations and assessments of children well to plan interesting and stimulating activities for the next steps in their learning.
- Staff help children observe similarities and differences between themselves and others. For example, children learn about Diwali through a range of interesting activities.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure staff-to-child ratios are maintained at all times. 26/10/2017

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

- review the impact that routine tasks and covering of staff breaks have on staff's interactions and engagement with children, to consistently extend children's learning to the highest level
- review the systems used to track children's progress more precisely in order to ensure children make the best possible progress in their learning and development
- enrich opportunities to help further develop babies physical skills to support early mark making.

Inspection activities

- The inspection was carried out as a result of the risk assessment process.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She completed a joint observation with the manager.
- The inspector held a meeting with the owner and the new manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector took account of parents' views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

On the day of the inspection, staff-to-child ratios were not met for a short period of time. However, this did not have a significant impact on the safety of children and children were supervised well. Leaders are developing a generally accurate overview of the effectiveness of the nursery. Although children make good progress in their learning and development, the tracking of their overall progress is not precise enough to ensure children make rapid progress. Leaders seek the views of parents and staff to make improvements. Staff monitoring systems are effective to support their ongoing professional development. Safeguarding is effective. Staff have completed recent child protection training. They know about wider safeguarding issues, such as being aware of children who may be at risk from extreme views and ideas.

Quality of teaching, learning and assessment is good

Staff throughout the nursery quickly recognise when children would benefit from their interaction, to stimulate their interest and support their learning. For example, when children push pasta through holes, staff encourage children to use containers to catch the pasta and to help count them. Babies' communication and language development is supported effectively. Staff respond well to babies' babbling and help to build on their range of words and sounds. However, babies do not always have well-planned opportunities to develop their physical skills to support early mark-making. Pre-school children are given enough time to explore and experiment by themselves. Staff use good questioning techniques to encourage children to share what they know and what they can do.

Personal development, behaviour and welfare require improvement

Leaders have not identified and addressed weaknesses in practice around staffing ratios. In addition, they have not considered how staff carrying out routine duties at key times of the day has a negative impact on children's learning. Children are very familiar with the routines and help to tidy away the toys before they have something to eat. Staff deliver consistent messages to children about what is expected of them. They help children to learn to share toys, take turns and be kind to one another. Children's behaviour and social skills are good. Children's health is promoted well. Children know to wash their hands before they eat. They spend time outside in the fresh air and develop their physical skills well. The staff and the cook work well together to ensure children are offered a healthy and well-balanced diet and that their dietary needs are fully met.

Outcomes for children are good

All children are learning key skills ready for their next stage in their learning and eventual move on to school. All children show curiosity and interest in their environment. Pre-school children enjoy stories and make marks to develop their literacy skills. Younger children show good levels of independence. They explore toys by themselves. Children develop an understanding of mathematics during daily routines and activities.

Setting details

Unique reference number	EY500106
Local authority	Nottinghamshire
Inspection number	1115540
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	83
Number of children on roll	110
Name of registered person	Kig Nottm Ltd
Registered person unique reference number	RP906448
Date of previous inspection	Not applicable
Telephone number	01159404388

Little Bears Day Nursery registered in 2016. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, one holds a qualification at level 4, one holds a qualification at level 5, one holds a qualification at level 2. The nursery opens from Monday to Friday all year round. It is closed for all public bank holidays and for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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