

Bear Hugs Day Nursery

2

104 Waverley Road, LONDON SE18 7TJ



Inspection date	12 February 2019
Previous inspection date	16 November 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Teaching quality across the nursery is variable. The systems used to monitor staff practice are not yet fully effective. The manager does not make consistently good use of self-evaluation to improve outcomes for all children.
- Information gathered from observation and assessment is not used consistently to inform planning. Individual children's needs are not reflected well enough in activity planning to support their learning and ensure they make good progress. The manager has taken steps to improve planning and is making some progress.
- Essential documentation not well organised. This means the correct documents are not available when required. For example, medicine administration forms and children's records not readily available. This puts children's welfare at risk.

It has the following strengths

- Leaders and managers have made some progress since the last inspection. Previous actions have been addressed. The manager has made good use of local authority advisers to make some improvements to practice across the nursery.
- The nursery is clean and well maintained, and there is a good selection of resources available throughout. Staff are deployed effectively during sessions to support children's learning. Staff successfully promote good behaviour, sharing and kindness.
- Children have regular access to the outside areas. They develop their physical skills and get plenty of fresh air. This helps to promote their physical health and emotional well-being.

What the setting needs to do to improve further

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

	Due date
ensure all records are easily accessible and readily available to ensure safe, efficient management of the setting and help meet children's individual needs.	30/06/2019

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

- monitor teaching quality and planning for learning to ensure all children are consistently involved in challenging activities
- strengthen the use of questioning to provide children with enough time to think about their own thoughts and ideas while they engage with learning experiences.

Inspection activities

- The inspector completed a joint observation with the manager and observed children while they played.
- The inspector conducted a leadership and management meeting with the manager.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector considered the views of parents spoken to during the inspection.
- The inspector observed staff interactions with children and spoke to staff during the inspection.

Inspector
Trina Lynskey

Inspection findings

Effectiveness of leadership and management requires improvement

The manager and staff have responded to the previous inspection judgement by taking steps to make improvements. Updated supervision and appraisal arrangements are in place to address staff development and training needs. However, the impact of efforts to improve the quality of teaching is not yet evidenced in the progress children make. Records are not easily available or accessible. As a result, staff are not always able to locate the forms they are required to use. For example, staff were unable to find the correct consent form to administer medication. Staff know children well. This limits the impact of ineffective record management on children's safety and learning. Safeguarding is effective. Staff know what to do if they have concerns about the welfare of a child. Staff are trained in paediatric first aid.

Quality of teaching, learning and assessment requires improvement

Staff use of observation and assessment is inconsistent. Ineffective planning does not support staff to provide enough challenge for older children. Activities in the toddler and pre-school rooms do not consistently extend children's learning. Staff have a good understanding of the youngest children's needs. Activities in the baby room are challenging and exciting. The manager has taken positive steps to review and improve the planning format. This will take time to embed. Babies show good levels of engagement and concentration. All staff are gentle and kind, and have a good relationship with the children in their care. They support children with special educational needs and/or disabilities with compassion and patience. Staff speak gently to children. There is plenty of eye contact and positive encouragement. Staff lack the skills to support children's developing language through incisive questioning. As a result, children do not make enough progress in their communication and language skills to prepare them for the next steps in their learning.

Personal development, behaviour and welfare require improvement

Since the last inspection, the key-person system has been revised and strengthened. However, record-keeping on children's progress is not yet detailed enough to support effective transition. As a result, staff are not always able to identify gaps in children's learning and take appropriate measures to support their progress. Children learn good hygiene routines, such as handwashing before eating. Mealtimes are sociable. Children's independence is well supported. Children participate in laying the table and serving food. They learn to use a knife and fork.

Outcomes for children require improvement

Overall, children make expected progress from their starting points. However, inconsistencies in teaching mean children do not make the best possible progress in their learning. Children develop some key skills in readiness for their next stage of learning and starting school. For example, children are supported to be independent. They can put on their coats to go outside. They learn to use the toilet and wash their hands. Children listen well to stories. They enjoy singing during circle time. Children develop good relationships with one another and the adults who care for them. Children are happy and enjoy the time they spend together at this nursery.

Setting details

Unique reference number	EY537333
Local authority	Greenwich
Inspection number	10087111
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	67
Number of children on roll	56
Name of registered person	Bear Hugs Day Nursery Limited
Registered person unique reference number	RP537331
Date of previous inspection	16 November 2018
Telephone number	02088559975

Bear Hugs Day Nursery 2 re-registered in 2017. It is located in the London Borough of Greenwich. The nursery operates each weekday from 7am to 7pm, all year round, except for bank holidays and a week at Christmas. The nursery employs 13 members of staff. Of these, one holds a qualification in education at level 4, nine hold qualifications at level 3, one staff is qualified at level 2, and three staff are unqualified. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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