

Little Bear's 2 Ltd

14 Seagry Road, LONDON E11 2NG



Inspection date	4 April 2019
Previous inspection date	23 August 2016

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

- Children are happy, secure and settled. Caring and friendly staff know the children well and form strong attachments with them. This creates a respectful, positive and nurturing atmosphere throughout the setting.
- Strong partnerships with parents help to ensure they play an active role in their child's learning. There are good systems to enable effective two-way communication between staff and parents. This enables children's learning to be fully supported at home and the nursery.
- Children are independent and curious learners. They have many opportunities to lead their own play and explore their ideas in a well-resourced and stimulating environment. This enables children to feel confident to take risks and make their own decisions.
- Staff are extremely enthusiastic and are determined to create an exciting and interesting environment for all children. Staff join in fully with all the activities, extending children's learning at every opportunity. This helps to create a fun and respectful environment throughout.
- Children make good progress in all areas of learning. They are provided with a range of activities to prepare them for school. Staff are confident in preparing children for this transition.
- The manager and her deputy are dedicated to children's success, and evaluate the quality of the provision well. They take account and act on the views of staff, parents and children to improve the outcomes for children. Together, they set challenging and realistic targets for improvement.
- The manager has effective systems in place to monitor and manage the performance of staff. However, she does not fully utilise the information to identify ways to support and mentor all staff, and improve on their existing good practice further.
- Staff provide a wide range of well-structured activities for the children. However, at times, staff do not organise all activities effectively in order to support children's learning, such as how food is served at lunchtimes.

What the setting needs to do to improve further

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

- strengthen the monitoring and performance management of all staff in the setting to help improve staff practice to the highest level
- review the organisation of routine activities to ensure children are continuously engaged.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching during activities and assessed its impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector viewed documentation during the inspection, which included safeguarding policies, staff suitability checks, children's tracking documents and the setting's main policies and procedures.
- The inspector spoke with parents and took into account their views.

Inspector

Laura Rathbone

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The staff are well trained and knowledgeable with regard to their roles and responsibilities in keeping children safe. Staff know the signs and symptoms of possible abuse, and have a clear understanding about how to report a possible concern. The manager ensures all staff have regular safeguarding training, and that their knowledge and understanding is always up to date. The manager uses a robust and regular self-evaluation system to make improvements. She takes into account the opinions of staff, parents and children to improve aspects of the practice further. Staff are given many opportunities to expand their professional development. For example, recent training in managing children's behaviour led to staff creating a 'wow moment' display board that celebrates children's good behaviour. The manager has established strong partnerships with parents, giving them many opportunities to play an active role in their children's learning. Parents speak highly of the staff and the setting, and comment on the friendly and engaging environment.

Quality of teaching, learning and assessment is good

The qualified and enthusiastic staff teach children well. They support children of different abilities to develop their communication and language skills through a range of different activities. For instance, staff in the baby rooms make excellent use of songs and rhymes to capture the children's interest, and babies excitedly babble and attempt to copy words that staff use. Staff provide children with numerous activities that promote their imagination. For example, a recently introduced 'potion' area in the outdoor space encourages children to use natural resources from the outdoors, such as soil and leaves, in their role play. The manager monitors the quality of assessment and the progress that individual children and groups of children make. Staff then work closely together and use this information to plan activities that cater for the individual needs of the children.

Personal development, behaviour and welfare are good

Children behave well. They are kind and respectful of one another, and this is because of the nurturing, caring and respectful staff. Children take great care of one another. This is demonstrated during sleep time in the pre-school room. Children who choose not to have a nap, copy staff and gently pat their friends backs to help get them to sleep. Children have many opportunities to become independent learners, and the recently introduced self-registration board encourages children to sign themselves in when they first arrive at the nursery. This is a responsibility that children take great pride in.

Outcomes for children are good

Children make good progress and are well prepared for their next steps in learning, including for school. Children are strong communicators and enjoy sharing ideas and suggestions with their friends and teachers. For instance, children were extremely passionate when they created their own story book while working as a team. They offered interesting ideas with great enthusiasm. Children of all ages in the nursery enjoy experimenting with creative activities and demonstrate high levels of concentration.

Setting details

Unique reference number	EY430360
Local authority	Redbridge
Inspection number	10101892
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	94
Number of children on roll	73
Name of registered person	Little Bears 2 Limited
Registered person unique reference number	RP909668
Date of previous inspection	23 August 2016
Telephone number	0208 530 7541

Little Bear's 2 Ltd registered in 2011. It is located in Wanstead, in the London Borough of Redbridge. The nursery opens on Monday to Friday from 7.30am to 6pm and operates all year round. The playgroup opens on Monday to Friday from 9.30am to 12.30pm during term time. The breakfast club opens from 7.30am and 9am and the after-school club opens from 3.30pm and 6.30pm on Monday to Friday, during term time. The holiday club is open between 7.30am and 6.30pm during the school holidays. There are 26 members of staff, most of whom hold early years qualifications at level 2, level 3 and level 6. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years.

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