

# Little Bear's Day-Care

Whiteley Village Cricket Club, Coombe Lane, Whiteley Village, Hersham,  
Walton On Thames KT12 4EL



<b>Inspection date</b>	28 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The manager has a clear vision for the nursery. She uses feedback from parents, staff and children to identify and develop areas for improvement. Clear and concise action plans are in place and implemented well to achieve and maintain good standards.
- The well-organised and exciting learning environment supports children of all ages to confidently make choices about where and with what they would like to play. Children particularly enjoy outdoor play where they explore and use their imagination with a variety of resources. For example, they work together and have fun making cakes in the outdoor mud kitchen.
- Staff promote children's communication and language skills well. They engage in conversations with children, for example at mealtimes. Children talk about their experiences at home and are learning to show respect for others through social conversations.
- An effective key-person system is in place. Children form strong bonds with their key person and are relaxed in their care. This helps to support children's emotional well-being and growing self-confidence.
- Tracking of children's learning is in its infancy. The management team recognises that it do not always make the best use of tracking and monitoring systems to review the progress made by different groups of children to clearly highlight areas that require further support.
- Staff do not provide regular opportunities for children to learn the purpose of, and how to use, a range of technology to strengthen their understanding of the world.

## What the setting needs to do to improve further

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

- review and improve the tracking of different groups of children to be able to clearly highlight areas to target support, to narrow gaps in children's learning
- expand the range of technology opportunities to help develop children's understanding of the world to even higher levels.

### Inspection activities

- The inspector observed the quality of teaching and jointly evaluated an activity with the manager.
- The inspector observed different activities, including outdoor learning, and assessed the impact this had on children's learning.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the manager.
- The inspector spoke to parents, staff and children to gather their views.

**Inspector**  
Joanne Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff receive ongoing safeguarding training and have a secure knowledge of child protection issues and procedures. The management team follows effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so. Induction procedures are robust and help new staff to quickly understand their roles and responsibilities. Staff are very motivated and feel valued. There are strong procedures in place to evaluate and improve the quality of teaching and support development through regular training. Staff share ideas and contribute well to future developments through, for instance, the monthly staff meetings. Partnership working with parents is well developed and all staff value feedback from parents to support continuity in children's care and learning.

### Quality of teaching, learning and assessment is good

Staff know children well. They make regular observations and assessments of children's learning and ensure that planned activities incorporate children's interests and target the next stage in their development. For example, children have great fun as they practise throwing coloured beanbags into buckets. Staff skilfully challenge some children to match the beanbags to the corresponding coloured bucket and others to count the number of beanbags they have thrown. They add further challenge by asking the most able children to add the beanbags together and explore the concepts of more and less. Children are highly motivated and eager to join in with the activities on offer. They develop an awareness of written word and their meanings as staff regularly encourage children to look at books. Older children begin to recognise some letters and they use these letter sounds confidently while playing games with their friends.

### Personal development, behaviour and welfare are good

Children benefit from the warm and welcoming environment. They are confident to approach staff for comfort and reassurance. Staff give children the support and encouragement they need to share and take turns. They use positive and age-appropriate strategies to manage children's behaviour effectively. Children learn about the benefits of a healthy lifestyle. Staff make the most of the rural location of the nursery and all children have daily outdoor play opportunities in the fresh air. Children enjoy trips in the local area and visits from local professionals, such as the fire service, as they learn about the wider world. They enjoy healthy meals and snacks and are eager to wash their hands before eating. Staff manage each child's care and dietary needs well.

### Outcomes for children are good

All children make good progress, given their starting points. This includes those with special educational needs and/or disabilities and those who speak English as an additional language. Children concentrate well and persevere with games, such as counting the number of frogs and tadpoles they can see in the nursery as part of their topic on life cycles. Staff promote children's mark-making and early writing skills. They develop their ability to control a pencil, follow a line and form letters in their name. Children acquire the skills they need for their future learning, including school.

## Setting details

<b>Unique reference number</b>	EY536547
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10080097
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Little Bear's Day-Care Limited
<b>Registered person unique reference number</b>	RP536546
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01932 860 140

Little Bear's Day-Care registered in 2016 and is located in Walton On Thames. The nursery employs 12 members of staff. Of these, 10 hold early years qualifications between level 2 and 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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