

Inspection of Bear's House Nursery

19 Grantham Road, BRIGHTON BN1 6EE

Inspection date: 18 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at this friendly, nurturing and warm nursery. They form positive bonds with the caring staff and overall engage busily in a wide range of stimulating and enjoyable experiences. However, children with special educational needs and/or disabilities (SEND) do not receive consistent support. Staff do not use effective strategies to support their learning and enable them to catch up quickly with their development.

Despite this, most children are gaining the skills they need in preparation for school and benefit from positive teaching and interactions. Since joining a year ago, the ambitious manager has worked hard to make changes to the nursery. Children now benefit from a broad range of trips and experiences in their local community. For example, they regularly visit the residents of a nearby care home, where they sing, share stories and play together. This has helped develop their respect and consideration for others, and children consistently show kindness to their friends.

Babies feel safe, secure and happy. They are very well supported and staff interact with them sensitively, calmly and positively. At times, however, staff do not make the best use of their interactions with older children to offer further challenge and fully extend their learning.

What does the early years setting do well and what does it need to do better?

- The dedicated manager and enthusiastic staff work well as a team overall, and show a strong commitment to improving children's experiences. They have started to follow children's interests more closely and are more reactive to their ideas. They have also focused heavily on broadening children's experiences, in particular, their outdoor learning. Children now enjoy regular forest-school sessions, where they observe and investigate nature and construct and create with natural objects.
- The manager works closely with professionals, such as speech and language therapists, to identify children who need additional support. However, she does not share enough information with staff about children with SEND. Some staff working with children do not have a good understanding of the strategies in place to meet their individual needs. Due to this, there are times when children with SEND are not supported effectively and their communication and language development is impacted. They are not being supported to reach their full potential.
- Staff are strong role models for children and sensitively teach them expected behaviour. Children behave well and develop good social skills. They play together happily and show positive friendships, such as when looking through books together and riding tandem bicycles in the garden. Staff focus on teaching

children to understand and regulate their emotions through mindfulness sessions. These are having a positive impact on their emotional well-being.

- Staff assess children closely and key people plan well for what children need to learn next. They provide a stimulating environment both indoors and outside, which encourages children's good motivation in their play and learning. Pre-school children enjoy painting, exploring textures and counting toy dinosaurs. Staff build on their ideas well. For example, during the inspection, they challenged children to find different colours, sizes and shapes of leaves, which they later used to create artwork. However, staff do not always make good use of their interactions with children to extend their learning. Occasionally, they ask questions that are too simple and interrupt children's focus and engagement in their play.
- Staff working with babies provide a calm, relaxed and loving environment. Babies confidently explore their surroundings and crawl, stand and walk from an early age. Staff consistently describe what they see, do and hear and babies learn and use new words quickly. They particularly enjoy imaginary play and enthusiastically act out real-life experiences, such as mixing ingredients and making meals.
- The manager supports her staff well in their professional development and works closely with them. She observes their practice, holds regular supervision meetings and offers further training to build on their skills. Staff comment that they feel valued and supported in their role and that the working environment is positive. There is, however, more work to be done with staff to fully embed new learning and to raise the quality of teaching to consistently high levels.

Safeguarding

The arrangements for safeguarding are effective.

The manager fully understands the importance of keeping children safe. All staff have a thorough knowledge of the signs and symptoms that may indicate a child is at risk of harm. They know who to contact if there are any concerns about a child's welfare. The manager ensures that she and all the staff keep their training up to date, including about wider safeguarding issues, such as the 'Prevent' duty.

What does the setting need to do to improve?

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

	Due date
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ensure that staff working with children with SEND have a good understanding of the individual plans and strategies in place to enable them to consistently meet children's needs.	30/11/2019
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To further improve the quality of the early years provision, the provider should:

- make the most of staff interactions with children to offer further challenge and extend children's learning fully
- continue to support staff to develop their practice and skills to target and achieve consistently high levels of teaching.

Setting details

Unique reference number	EY552028
Local authority	Brighton and Hove
Inspection number	10127006
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	40
Number of children on roll	37
Name of registered person	Early Beginnings Nurseries Limited
Registered person unique reference number	RP532087
Telephone number	01273 561100
Date of previous inspection	Not applicable

Information about this early years setting

Bear's House Nursery re-registered in 2017 and is situated in Brighton, East Sussex. It is open from 7.30am to 6pm on Monday to Friday for 51 weeks of the year. The nursery employs seven members of childcare staff. Of these, six hold appropriate qualifications between level 2 and level 6. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector observed children's play and assessed the impact of staff teaching.
- The inspector was given a tour of the nursery by the manager and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The inspector took into account the views and opinions of the children and parents during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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