

Inspection of Big Bear Nursery

The Healthy Living Centre, 1 Walton Court Centre, Aylesbury HP21 8TJ

Inspection date:

9 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children happily settle on arrival and are welcomed warmly by staff. They receive caring interactions from staff. However, these are not consistently purposeful in order to extend and challenge all children's learning. In particular, children who are at risk of falling behind in their communication and language development do not receive enough support to help them make more progress. Sometimes, these children only receive short incidental interactions from staff, which are not extended. Children with special educational needs and/or disabilities (SEND) have their needs suitably met. Additional funding is used appropriately. For example, they offer one-to-one support to some children to help meet their needs, and obtain resources to help prepare children for school.

Children confidently move around the rooms and the garden and make choices about what to do. They have access to interesting and fun activities that help them to engage in play. The younger children explore and investigate with interest. For example, they use magnifying glasses with a staff member to look for insects in the soil. The older children enjoyed fishing with small nets for model sea animals, which helped to support their hand-to-eye coordination. Older children show they are able to follow some simple instructions. They are able to listen appropriately, such as during a group time. Children behave well overall and begin to develop friendships with each other.

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

- The manager has a secure understanding of the strengths and weaknesses of the provision. Since she started a few months ago, she has implemented some improvements. In particular, the manager has been more active in seeking professional support and working with parents regarding children with SEND. This helps to provide appropriate help and support to these children and the staff who provide one-to-one care.
- There are weaknesses in the quality of education. Staff interact pleasantly with children and talk to them as they play. However, they do not do enough to extend children's vocabulary and language development through their interactions with them. Some staff do not use a wide enough range of language with children or do not challenge children with the questions they ask. In addition, staff do not ensure that children consistently receive the support they need to develop their communication and language, particularly those identified as needing more support. This means that some children are not making sufficient progress in their communication and language development.
- The manager models good-quality practice and interactions with children to other staff. However, not enough is done to ensure that staff mirror this to help improve their practice. Staff do not receive enough regular support to help

target their skills. Although, there are routine team meetings, staff do not often receive individual supervision meetings in order to provide more tailored coaching and mentoring to help identify and address improvements to their practice. In addition, staff do not receive regular professional development that links to teaching and children's learning.

- Children benefit from staff who provide an appropriate role model to them. Children learn to treat others with respect and are kind. For instance, a toddler happily pushed another child along on a wheeled toy. Staff intervene when there are disagreements between children and remind them about the behaviour expectations. However, at times, staff's interactions do not effectively guide children's behaviour. For example, sometimes, they do not explain sufficiently why something is not appropriate.
- The learning environment is well considered and attractive, which helps to engage children in their play. For example, children thoroughly enjoy spending time in the sensory room with interactive technology. Staff support children's developing independence, such as helping them to put their belongings away on arrival. Children are becoming aware of healthy lifestyles, such as choosing piece of fruit to eat. Children have the option of appetising and nutritious lunches and an alternative is offered if a child does not like the meal provided. The manager is continuing to take steps to support parents to provide healthy packed lunches for children.
- Parents' speak highly about the nursery and the staff. They feel very well supported by staff, including during the times when the nursery had to close due to the COVID-19 (coronavirus) pandemic. Parents speak positively about information that was sent to them at this time, such as videos of yoga and activities to do at home using household items.

Safeguarding

The arrangements for safeguarding are effective.

The staff and manager know and understand their responsibilities to safeguard children securely. They sensitively and actively respond to families' needs and work with external agencies and professionals to help promote children's well-being. Sufficient staff are deployed to supervise children appropriately. Staff know and understand the procedures when children have an accident or injury, including making records and sharing details with parents. The premises are secure, clean and maintained well. The recruitment process is robust to ensure suitable staff are employed to work with children.

What does the setting need to do to improve?

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

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| | Due date |
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| ensure staff know and understand how to support children's communication and language development and improve staff's interactions so that all children make good progress in this area of learning | 15/10/2021 |
| ensure that staff supervision identifies and targets weaknesses in practice in order to improve staff's knowledge and skills to more successfully meet children's learning and individual and behavioural needs. | 15/10/2021 |

Setting details

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| Unique reference number | EY495328 |
| Local authority | Buckinghamshire |
| Inspection number | 10195858 |
| 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 at time of inspection | 0 to 4 |
| Total number of places | 29 |
| Number of children on roll | 44 |
| Name of registered person | The Healthy Living Centre CIC |
| Registered person unique reference number | RP535019 |
| Telephone number | 01296-334562 |
| Date of previous inspection | 22 November 2018 |

Information about this early years setting

Big Bear Nursery registered in 2015. It is based in The Health Living Centre in Aylesbury, Buckinghamshire. The nursery is open Monday to Friday from 8.30am to 5.15pm during term time only. There are 10 staff employed to work with the children. Of these, five staff hold recognised early years qualifications at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk and explained the nursery's curriculum intentions.
- An activity was jointly observed by the manager and the inspector and a discussion was held about the quality of it.
- The inspector gained some parents' views by telephone and through discussions on the day of the inspection.
- Children talked to the inspector about their interests and interacted with her.
- The manager and inspector held discussions together and staff talked to the inspector about their key children and roles and responsibilities.

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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