

Inspection of Bear's House Nursery

19 Grantham Road, BRIGHTON BN1 6EE

Inspection date: 21 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at the nursery. They settle quickly on arrival, enjoying the rich and varied range of opportunities to develop and promote their individual learning.

Babies build warm and trusting relationships with staff. They benefit from staff who engage closely and sensitively with them. For example, staff offer lots of cuddles to babies that are settling into nursery routines. Staff create playfulness such as when they read stories and sing songs to support babies to settle. This supports their emotional well-being and sense of security. Toddlers enthusiastically recreate scenes from familiar stories. For example, toddlers participate in making a house of straw for pigs to live in. Pre-school children develop excellent relationships and have high levels of respect for each other. They are eager to join in games such as skipping. They cooperate very well with each other and ensure all have taken their turn to skip.

Children receive clear guidance, explanations, and lots of praise from staff. This gives children the confidence to participate, develop a can-do attitude to learning and take pride in their achievements. Children confidently approach staff for comfort and reassurance. This demonstrates that they feel safe and secure in the nursery setting.

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

- The manager has effective processes for monitoring children's progress. She identified that some children like to move leaves and bark around the garden so planned relevant activities to support this interest. This helps to provide good experiences for children. The manager is passionate in her role and constantly reflects on the curriculum intent to raise the quality of the educational programmes.
- Children develop good relationships with all staff. Key persons makes regular observations of their children. This ensures that the planning of the curriculum, environment and activities closely match the children's interests and what they need to learn next.
- The manager engages with staff to ensure that she is aware of any pressures on their well-being from their workload. Management have reduced the hours staff work to support their well-being. However, supervision does not give staff opportunities for regular discussions with the manager.
- Staff who support children with possible special educational needs and/or disabilities have a clear understanding of their role. They use their knowledge to great effect to ensure that each child has the appropriate support to help ensure that gaps in learning close as quickly as possible.

- Pre-school children are highly motivated and demonstrate excellent levels of curiosity as they play and explore. They behave and concentrate on chosen tasks extremely well. For example, they closely observe bugs on tree trunks using well-placed non-fiction books as they endeavour to identify the insects.
- Staff engage pre-school children in exceptionally high-quality interactions to support their learning. They ask children thought-provoking questions, such as, 'why are the tomatoes green?' and, 'is it ready to eat?' and, 'is it ripe?' Although staff are deployed well around the garden at the activity they are supporting, they are not always aware of toddlers to support their learning even more effectively.
- Staff support children's communication and language skills well. They involve children in storytelling effectively. Babies enjoy exploring the different textures in picture books. Toddlers learn how to sequence stories using picture cards, and pre-school children explore the illustrations and narratives of books. This helps children to increase the range of vocabulary they use.
- Children's health is supported extremely well. Children enjoy a very wide range of nutritionally balanced snacks and meals, with fruit and vegetables being sourced from local farms. Personalised care routines, such as nappy changing and potty training, enable children to benefit from excellent one-to-one support.
- Parents speak highly of the nursery and form good relationship with staff. Staff are supportive of parents and send home books to support children who are soon-to-be big brothers or sisters. Parents share that they feel informed about their children's progress, and receive daily updates and informative newsletters.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of child protection and wider safeguarding issues. They know what to do should they have any concerns about children in their care and how to respond should they feel their concerns have not been dealt with swiftly. Induction procedures for new staff are detailed and supportive. Ongoing suitability checks help ensure that all staff remain suitable in their role. Staff complete regular risk assessments and minimise any hazards that arise. They make clear records of any accidental injuries that children may have and share this information with parents.

What does the setting need to do to improve?

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

- review the deployment of staff in the outdoor learning environment so they can offer children support in their individual play and learning
- strengthen the programme for supervision to ensure all staff receive even more effective support and have opportunities for regular discussions with senior staff.

Setting details

Unique reference number	EY552028
Local authority	Brighton and Hove
Inspection number	10129622
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	40
Number of children on roll	55
Name of registered person	Early Beginnings Nurseries Limited
Registered person unique reference number	RP532087
Telephone number	01273 561100
Date of previous inspection	18 October 2019

Information about this early years setting

Bear's House Nursery 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 nine members of staff. All hold appropriate childcare 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

Janet Thouless

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation.
- The manager and the inspector completed a learning walk together.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Several parents shared their views on the nursery with the inspector.

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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