

Inspection of The Little Bears Nursery

Maldon Road, Hatfield Peverel, Chelmsford, Essex CM3 2HS

Inspection date: 12 November 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery and are eager to learn. They say goodbye to their adults outside and interact with warmth and confidence with staff as they greet them. Children build strong bonds with staff, for who they show genuine affection. Children speak fondly about their time at nursery with adults at home. Both children and their families have a real sense of belonging within The Little Bears Nursery community.

Children are confident in the well-organised nursery. From a very young age, children are supported to do things for themselves. They learn to change into indoor shoes and put their belongings into their own storage box, before eagerly settling in to the range of activities on offer. Children move very confidently between play areas and make their own play choices from the interesting variety of activities on offer. They engage in purposeful play, indoors and outdoors, with a wide range of resources that encourage them to be curious.

Staff have high expectations for behaviour. Children behave well. They share and take turns as they play. Children show kindness towards others. Staff quickly identify and respond to children who may need extra support in their development. This helps all children to achieve and progress well.

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

- Partnerships with parents are good and they become involved in their children's learning. Staff provide regular updates about the learning that takes place at nursery and encourage parents to link this with home. For example, families share photos from home, linked to bedtime, to use in the home corner, alongside play with bears, blankets and beds. Parents speak very positively about their children's experiences and the communication they receive about their child's day and development. Staff work closely with parents to support children's learning consistently.
- Children have a positive attitude to learning and are eager to join in the activities planned for them. For example, children relish playing with the play dough. They use their fingers and hands to roll and pat the play dough to make objects. They add natural objects, such as feathers and sticks, to create their own masterpiece.
- Children with special educational needs and/or disabilities and those who may need extra help in their learning and development are supported well. Staff engage with other professionals and parents to support children's individual learning needs consistently. For example, meetings are held with parents to discuss their children's needs and agree on the support they need. Professionals are invited into the nursery when required to support children's individual needs.

- The manager is passionate about her role. She works well with her very capable staff team. Staff report that they feel valued as part of a team. This supports their motivation and well-being effectively. The manager recognises staff's strengths and areas for development. She uses these to plan meaningful supervision and training. Staff access a wide range of training courses to enhance their teaching skills, such as how to better support children with early reading skills.
- Children enjoy choosing resources from the interesting selection available. However, at times, staff concentrate on daily routines and plans. Staff do not always consider that children are engrossed in their play and may, for example, want to continue their chosen activity. This occasionally limits children's independent play and learning.
- Children benefit from a well-planned curriculum. Staff regularly observe children and assess their development. They use this information to plan activities to enhance children's learning. For example, children watch in amazement as they observe 'volcanoes' erupting outside. They are captivated and excitedly share what they see with their friends. They repeatedly ask staff to show them again and again.
- Staff positively promote children's understanding of healthy lifestyles. Snack time is a social occasion. Staff sit with children and engage in discussions as they enjoy healthy snacks. Children develop their independence and help to complete self-care tasks. For example, children learn to take care of their personal hygiene and collect tissues to clean their nose.

Safeguarding

The arrangements for safeguarding are effective.

The manager places a high priority on safeguarding matters, ensuring that local information and updates are discussed with staff often. Staff know and understand their safeguarding responsibilities. They know the actions to take to report any concerns and understand the procedures to follow regarding allegations made against staff. Staff have access to good information to help them recognise and manage any concerns they may have about children. Staff are aware of wider safeguarding matters, such as those relating to extreme views and beliefs. The manager has robust procedures in place to ensure that those working with children are, and continue to be, suitable to do so.

What does the setting need to do to improve?

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

- support staff further in following daily routines and plans while still allowing children time to concentrate and build on their chosen activities.

Setting details

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| Unique reference number | EY561830 |
| Local authority | Essex |
| Inspection number | 10191553 |
| 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 at time of inspection | 2 to 4 |
| Total number of places | 60 |
| Number of children on roll | 39 |
| Name of registered person | The Walter Group Limited |
| Registered person unique reference number | RP561829 |
| Telephone number | 01245381200 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The Little Bears Nursery registered in 2018. The nursery employs seven members of childcare staff. Four hold appropriate early years qualifications at level 3. The manager holds qualified teacher status. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Le Marie

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 provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of written views.

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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