

# Inspection of Nanny Bears Childcare

Jubilee Room, Broadclyst Victory Hall, Exeter, Devon EX5 3EE

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Inspection date: 25 November 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are safe, secure and highly motivated to learn new skills in this small and nurturing nursery. Their curiosity develops through an extensive range of activities that appeal to their interests and immerses them in exploring by using their senses. For example, play with shaving foam engages children in moulding, exploring texture and mark making.

Due to the COVID-19 pandemic, the nursery closed for a short time. On children's return to the setting, staff were quick to identify any gaps in children's learning. As a result, they introduced innovative learning opportunities that targeted children's communication and social skills and their ability to play.

Routines expertly match those from home, enabling children to settle quickly with key persons, who know the children extremely well. Children make excellent progress from their starting point. They learn about numbers, shapes and letters through play, supported by exceptionally skilled adults who model and extend learning in all activities. Children develop a huge love of books, rhymes and stories. Staff skilfully link these to a wide range of activities to help all children develop excellent language and literacy skills.

Children's behaviour is exemplary. They share, take turns and socialise in play and at mealtimes. They are incredibly independent and confident. They demonstrate high levels of self-esteem encouraged by adults who have high expectations for learning and behaviour, focusing on children's unique development needs.

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

- Parent partnerships are extremely strong and effective. Parents feel fully included in their children's experiences and have daily updates and regular progress meetings to contribute to their children's learning plans. This enables consistency in routines and shared aspirations for learning of skills and knowledge.
- Children access an exciting, well-planned and broad curriculum that enables them to build on what they know and constantly acquire new skills. A highly effective key-person system is in place to further enhance their experiences.
- Staff plan together and have an in-depth knowledge and understanding of the learning needs of all children in the group.
- Staff extend children's love of books, enabling them to take a book with linked activities home to share with parents.
- Leaders and managers have created a unique ethos for this nursery as an extension from home. This is visible in the highly engaging environment, each activity and routine. For example, an adult shares a range of chosen books while

children gather in the cushioned book area and snuggle in a blanket, listening intently. They have their own sleeping mat, bedding and comforter and quickly fall asleep while adults sit close by.

- Adults are calm and respectful as they respond to children's questions and gestures. Children are happy and fully engaged, seeking reassurance from receptive adults when needed. They show confidence and independence when making choices and exploring their ideas.
- Rhymes are naturally used throughout the day to develop language and increase vocabulary. Adults skilfully listen, model and extend language, linking rhymes to a play situation. For example, when making play dough and using star cutters, staff prompt children to sing a rhyme about stars to deepen their understanding.
- Early literacy and numeracy skills are extremely well promoted throughout all activities. Staff adapt play and activities to match children's specific learning needs and interests. They follow each child's lead. For example, an activity involving brushing 'dinosaur teeth' encourages some children to explore the sensory aspects of the materials used. This in turn leads to children counting and also using tools for making marks and creating patterns.
- Children thoroughly enjoy daily opportunities to be outside and in the community. They ask thoughtful questions about the crane they see on the green, noticing changes to their environment. Staff encourage children to be observant, as they look out for numbers on gate posts and search for items with textures that replicate those from a favourite book. Staff ensure they take equipment, such as balls to extend children's physical skills.
- Children with special educational needs and/or disabilities are extremely well supported. Staff identify their needs early and interventions are put in place. Staff link closely with outside agencies to ensure that all those involved provide consistent support to help all children make the best possible progress.
- Children find out about the diverse range of people in their community and wider world through highly inspiring resources. They celebrate festivals and extend their knowledge through innovative discussions and trips out. Staff celebrate children's individuality within the nursery. They respect each child's unique interests, preferences and needs. Tolerance of others feeds through all aspects of the daily routine.

## **Safeguarding**

The arrangements for safeguarding are effective.

The setting has robust and meticulous systems in place for safeguarding and supporting children's well-being. Staff have excellent and extensive understanding of what to do if they have concerns about a child, who to contact and the importance of everyone taking responsibility. Staff training, recruitment and induction processes are rigorous, ensuring all staff have a thorough understanding of policy and procedures. The leadership team continuously monitor and improve staff practice to benefit all children. Trips in the community are highly stimulating and enable children to find out about road safety and stranger awareness.

## Setting details

<b>Unique reference number</b>	2518474
<b>Local authority</b>	Devon
<b>Inspection number</b>	10207964
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	10
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Nanny Bears Childcare Ltd
<b>Registered person unique reference number</b>	RP559503
<b>Telephone number</b>	07403171542
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nanny Bears Nursery was registered in May 2019 and is located in Broadclyst, Exeter. The nursery is open Monday to Friday, from 7.45am to 6pm. There are five members of staff. The manager holds a level 6 qualification, one staff member holds a level 4 qualification and the remaining staff are qualified at level 3. The setting provides free early years education for two- and three-year-olds.

## Information about this inspection

### Inspector

Dilys Vincent

## Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector held a joint observation with the manager and discussed the quality of teaching.
- A learning walk was conducted with the manager to consider the curriculum and what the adults want the children to learn.
- A range of documentation was looked at, including suitability checks, the setting's self-evaluation process and staff paediatric first-aid qualifications.
- Parent views were sought through discussion and written statements. The inspector also observed and spoke to children to gain their views of the care and education provided.

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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