

Inspection of Bonnie Bear Day Care

172 Rice Lane, Liverpool L9 1DG

Inspection date: 2 March 2022

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children continue to separate from their parents in the entrance area to help prevent the spread of COVID-19. They are met by a familiar member of staff. When possible, this is their key person, who helps them to enter confidently. Staff and parents exchange useful information at the door, which helps to support children's care and learning.

Since the last inspection, staff are clearer about what they want children to learn. Staff are receiving support and training to develop a curriculum to meet the individual needs of every child. They provide some interesting, well-linked activities based on familiar stories to support children's learning. For example, children listen to a traditional story about three bears. They count and use mathematical language while making porridge of different temperatures in different-sized bowls. Children collect twigs and hay to make houses for the pigs in another story, which helps to raise their understanding of the world and nature. However, staff do not organise some activities sufficiently. They do not check that each child can see the activity and is ready to engage in learning. As a result, some children benefit immensely, while some children lose focus and do not benefit fully from the activity. However, overall, children are happy and are learning to behave well. They are prepared emotionally and with some essential skills to make the move up to the next room and on to school.

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

- Since the last inspection, a newly formed leadership and management team is making positive changes to steadily improve the quality of children's care and education. Managers are monitoring staff's practice, which is beginning to help identify where training is required to build on staff's skills. All the required records are available, and checks take place to ensure that they are completed.
- Although not ready at the time of inspection, the provider is adapting and resourcing a large room on the first floor. This is to fulfil the leader's vision of providing older two-, three- and four-year-old children with independent access to a wider range of activities and direct access to a bathroom.
- From the baby room upwards, staff support children to develop good personal hygiene practice. Children are helped to access tissues from the nose-blowing station and wash their hands. Children talk about oral health during activities, such as brushing ink marks off pictures of teeth. Children's health benefits from physical activities indoors, for example copying actions to songs, and from active play outdoors.
- A new staff team is taking steady steps to improve the quality of education in the toddler room. Children are generally engaged and developing positive attitudes to learning. Some staff have trained recently to help them to identify

children who may benefit from speech and language support. Children join in whole-group activities, such as singing and playing instruments. However, when staff work with their key children in small groups, they are more successful at encouraging children to engage in communication.

- Children have plenty of opportunities to practise early writing skills. Babies enjoy running their hands through substances, such as crushed cereal. Two-year-old children make marks on paper with toy dinosaurs' feet dipped in paint and move brushes in sand and flour. Three-year-old children write in books while playing imaginatively.
- Parents provide useful information about children's interests, care needs and routines before they start at the nursery. Staff use this information well to help children settle in. However, little information is requested about children's abilities. This limits staff's ability to build swiftly from what children already know and can do when they start.
- The key-person system is steadily developing. Each child has a member of staff who they can develop a bond with and who monitors their development. As required, staff carry out a progress check for every child aged between two and three years of age. However, the process to exchange information when children change key person or rooms is not well established. This disrupts the continuity of children's learning.
- Children are beginning to learn about their culture and those of others. They use photos from home to talk about different places that they have visited and enjoy craft activities linked to calendar events. Currently, three-year-old children are enjoying listening to music and tasting food from different countries.

Safeguarding

The arrangements for safeguarding are effective.

Recruitment, vetting and an improved induction process help to check the suitability of staff. Staff training is focused on safeguarding. The manager ensures that staff are regularly reminded of their responsibility to assess risks and remove hazards. Toys are assessed for their suitability and safety before being used. Areas of the nursery are assessed for hazards and action is taken to keep fire escape routes clear. Staff know the signs that may indicate a child is at risk of harm and they know how to report any concerns.

What does the setting need to do to improve?

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

	Due date

improve the organisation of group activities so that all children are engaged and challenged appropriately	30/03/2022
embed the recently improved ways that are in place to monitor staff's practice and support their professional development	30/03/2022
gather more detailed information from parents about what children know and can do before they start attending to support continuity in children's learning	30/03/2022
improve transitions to new rooms and when changing key persons so the new key person is aware of each child's abilities and where support is required.	30/03/2022

Setting details

Unique reference number	2619438
Local authority	Liverpool
Inspection number	10209555
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	39
Number of children on roll	80
Name of registered person	Bonnie Bear Day Care Ltd
Registered person unique reference number	2619437
Telephone number	07501842634
Date of previous inspection	16 September 2021

Information about this early years setting

Bonnie Bear Day Care registered in 2021. It employs 16 members of childcare staff. Of these, two hold an appropriate early years qualification at level 2, eight hold a qualification at level 3, one holds a qualification at level 4 and two hold a qualification at level 6. The nursery opens Monday to Friday, from 7am to 6.15pm, for 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- One of the managers and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and one of the managers.
- The inspector held discussions with the leadership and management team, staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents, including evidence of staff suitability and training.

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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