

Inspection of The Three Bears Day Nursery

1 East Lancashire Road, Liverpool L11 7AX

Inspection date: 25 April 2022

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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 are happy and settled at this welcoming nursery. Staff work hard to build children's confidence and emotional resilience. They lavish children with plenty of reassurance and affection to help them to settle back into nursery after disruption from the recent COVID-19 pandemic. All children behave well. Staff give simple instructions and children know what to do. They are cooperative, helpful and respectful. For example, children help to tidy away and take care of nursery toys. Children confidently follow daily routines and are encouraged to be independent. For instance, older children understand the importance of washing their hands before eating to help to keep themselves healthy and safe.

Staff plan exciting activities and children show enthusiasm and motivation to join in. For example, they anticipate what will happen when water mixes with cornflour. Children show impressive critical thinking skills during this challenging experiment. Children display high levels of concentration as they use their hands to scoop the mixture up and watch as it oozes between their fingers. Staff value children's ideas and incorporate these into the curriculum design. This helps to build children's self-esteem, as their views and comments are valued. Furthermore, children are motivated to learn as the curriculum is tailored to their interests, needs and preferences. For instance, a new flower bed and mud patch was added to the garden following children's requests. Children enjoy digging in the mud using shovels and trowels. This contributes to their emerging muscle strength and physical coordination.

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

- The manager and staff offer children and parents a warm welcome when they arrive each day. This helps children to settle quickly in readiness to learn. Staff share regular updates with parents about their children's progress and care. Parents comment they appreciate the advice they receive to support children's behaviour and development.
- Children who speak English as an additional language are well supported. Staff use simple words in both their home language and English. This supports children's confidence and self-esteem and helps them to make good progress when learning English.
- Staff plan age-appropriate, exciting activities to help children to learn about different cultures, festivals and traditions. For example, they sample cultural foods to immerse themselves in learning about the wider world around them. Children learn tolerance and respect for others in this multicultural setting.
- Staff plan a broad curriculum and children enjoy a variety of activities to support their all-round development. For example, children learn about the importance of protecting sea creatures from pollution. They show impressive compassion

and consideration for living creatures. Children develop empathy and kindness, a secure foundation for their emotional and social development.

- Children confidently solve problems as they play. For example, they concentrate and practise their emerging hand-eye coordination as they successfully cut tape. However, sometimes, staff do not make boundaries clear, particularly regarding the safe use of utensils. For example, when children carry the scissors from one area of the room to another, staff do not demonstrate how they should hold them in a safe way.
- Appropriate procedures are in place to ensure children enjoy smooth transitions to new rooms, and eventually to school. Children's development and progression are supported by staff. For example, they share information about children's backgrounds and developmental milestones with their new key person.
- Staff place high importance on singing and stories and providing opportunities for children to speak and listen. This contributes to children's emerging communication skills. Children vote which story will be shared during circle time, which supports their understanding of fairness and democracy exceptionally well.
- Babies mimic staff as they use their voices to activate their smart speaker to request a nursery rhyme. This helps to create a sense of awe and wonder and develop children's growing awareness of cause and effect.
- Supervision arrangements are used effectively to identify and support staff's needs. Leaders celebrate staff achievements on their 'shining star' display. This support has a positive impact on staff well-being. Leaders work closely with college tutors to ensure apprentices have the opportunities they need to complete the requirements of their course.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is a safe and secure environment for children. Leaders follow robust recruitment processes that help to assure the suitability of adults working with children. There is an extensive induction process in place to support staff to understand their responsibilities. Leaders ensure that all staff receive training and regular updates about safeguarding and child protection. Staff are knowledgeable about the signs of abuse and they know their responsibilities. Staff carry out regular risk assessments to make sure that toys and resources are safe and suitable.

What does the setting need to do to improve?

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

- make the most of all opportunities to develop children's awareness of managing their own safety.

Setting details

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| Unique reference number | 2525031 |
| Local authority | Liverpool |
| Inspection number | 10206189 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 90 |
| Number of children on roll | 97 |
| Name of registered person | Three Bears Day Nursery Limited |
| Registered person unique reference number | 2525030 |
| Telephone number | 0151 294 4438 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The Three Bears Nursery registered in 2019. It is situated in Liverpool. The nursery employs 21 members of staff. Of these, one holds a qualification at level 6, two hold level 4 qualifications, 11 hold level 3 qualifications and two hold appropriate level 2 qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Oakley

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 their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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