

Inspection of Little Bears Day Nursery

8 Martindale Road, Weston-Super-Mare, Somerset BS22 8QE

Inspection date: 1 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children form strong bonds with familiar adults. They receive regular cuddles and reassurance to help them feel safe and secure. Children enjoy a well-planned curriculum that meets their individual needs within a warm and welcoming environment. There are consistent practices throughout the nursery, which help children become familiar with the routines of the day. For example, all children are introduced to the same song, which reminds them it is time to tidy away and helps them to move onto the next activity.

All children participate enthusiastically in regular song and poetry activities to support their communication and language skills successfully. They make decisions about which songs to sing and choose instruments to accompany their chosen songs. Babies engage well and sway in time to the music. Children with special educational needs and/or disabilities receive support to enable them to enjoy these opportunities in a way that meets their individual needs.

Babies are fascinated with the bubbles, showing excitement as staff encourage them to chase and pop them. They benefit from positive interactions from staff who provide good commentary to help babies build their vocabulary. Staff follow children's lead, extending their learning, for example, to make attempts to blow bubbles for themselves. Children are very proud of their achievements.

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

- Staff know their children well and plan an exciting environment that engages and motivates them. Staff plan a broad range of experiences which consider children's interests, learning styles and next steps successfully. They regularly reflect on their practice and the impact these experiences have on children's development.
- The manager is a good role model and, overall, provides effective support, guidance and training to raise the quality of teaching. For example, there has been good progress since the last inspection to ensure behaviour is effectively managed and to raise children's language and communication skills. However, there has been less focus recently on conducting supervision meetings for individualised support to embed practice.
- Children have good opportunities to build on their previous learning. For example, there are numerous opportunities for children to develop hand- and arm-muscle strength in preparation for early writing. Children keenly manipulate the dough, using a range of different tools, and persevere to complete their task. They explore the recently added 'finger gym' and show interest in threading the pasta. Staff listen to children's ideas and challenge them further, for example, to use the pasta in the paint.

- Children behave well. There are good strategies to support children and to help them understand behavioural expectations. Any incidents are dealt with promptly and staff work closely with parents and other agencies to provide consistent support for children. Staff are respectful of children's choices. When older children are not ready to have a nappy change, staff acknowledge they are busy. They provide a sand timer so that children understand that when the sand runs out it is time to have a nappy change.
- There is effective engagement with parents, especially as children start at the setting. Staff fully support anxious parents and keep them updated throughout the day. Parents value the flexible and supportive settling-in time. Staff gather essential information from parents and make initial observations to ensure they meet children's care needs successfully. For example, knowing that children love water and being outside, staff ensure this is available to help children separate from parents easily. Young children grin and keenly squeeze the sponge to wash the dolls while staff provide good commentary to children's actions.
- Care practices are effective in meeting children's needs. Staff work closely with parents to ensure that health care plans are regularly reviewed and staff have a good understanding of treatment plans. Staff encourage children to be independent for example, blowing their own noses and disposing of tissues. Children willingly engage in care routines, such as washing their hands before they eat. Staff do not always consider suitable activities to engage young children in learning as they wait for their friends to join them to eat meals together.

Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment and induction arrangements to ensure that staff are suitable for their role and understand their responsibilities. Staff have good knowledge of the indicators that a child is at risk of harm. The designated safeguarding lead understands her responsibilities to share information with other agencies, including the reporting of any concerns about a member of staff. Staff use robust risk assessments effectively to ensure children are safe and cared for in a secure environment, which parents greatly value. There are effective systems to ensure that children are collected by known and authorised adults.

What does the setting need to do to improve?

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

- provide young children with appropriate experiences to continue their learning as they prepare for mealtimes
- develop further systems to support staff to develop and continue improving their skills.

Setting details

Unique reference number	2525024
Local authority	North Somerset
Inspection number	10212627
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	0 to 4
Total number of places	53
Number of children on roll	105
Name of registered person	Little Bears (wsm) Ltd
Registered person unique reference number	2525023
Telephone number	01934642261
Date of previous inspection	6 October 2021

Information about this early years setting

Little Bears Day Nursery registered in 2007 and re-registered as a limited company in 2019. It is situated in Weston-Super-Mare, Somerset. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 17 members of staff. Of these, one holds an appropriate childcare qualification at level 6, three hold qualifications at level 5 and 10 hold qualifications at level 3.

Information about this inspection

Inspector

Rachael Williams

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.
- The inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager took the inspector on a learning walk to discuss the curriculum intent.
- A joint observation was completed in the outside area with pre-school children.
- The inspector spoke with staff, children and the leadership team at convenient times during the inspection.
- The inspector considered the views of parents spoken to at the inspection.
- A sample of documents were viewed.

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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