

# Inspection of Little Bears Nursery School Ltd

3 The Green, London E11 2NT

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Inspection date: 8 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly on arrival at the setting. Staff take the time to welcome children and their families. Staff are particularly keen to ensure that they have a good understanding of children's home and family lives. For example, community activities are clearly communicated which reinforces the feeling that parents share that this nursery is the heart of their community.

Children enjoy sharing mealtimes with their friends. Staff provide opportunities for children to develop independence during these times. Younger children learn how to safely drink from an open cup. Children take turns to serve themselves, which helps them to start recognising when they are full. They develop their social skills as they positively interact with each other while also recognising healthy choices and self-care. For example, children have learned about the importance of oral health and confidently brush their own teeth after lunch.

Staff have high expectations of children. Consequently, children's behaviour is very good. All children, including the youngest babies, are learning to be kind to their friends.

The setting is ambitious for all children and has a highly inclusive approach. The manager is keen for children to develop knowledge and to learn what makes each individual unique. All children make very good progress from their starting points. They enjoy learning about concepts such as space and planets.

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

- The staff model language well and use rich vocabulary in play. This entices children to participate in conversations and helps them to build on their knowledge of the world around them. The staff introduce songs and rhymes consistently throughout the day, and even the youngest children are able to recognise the songs and join in with singing and actions.
- Children are encouraged to make independent choices during their time at nursery. The choices are then supported by staff who gauge their involvement with what they know of the child's previous experiences or interests. The nursery ethos thoroughly supports children's interests and the provision of an inclusive and supportive environment. However, at times, quieter children are not always included in play in a timely manner.
- The manager and staff provide a safe environment for children to learn and develop. Children are encouraged to participate in a number of physical activities in the wonderfully resourced large, natural garden. This includes toddlers enjoying entering the small house that contains books and smiling with delight when they find a favourite story. At times there is a lack of clarity on the

organisation of routines and transitions.

- Parents feel 'seen and heard' and report a strong partnership approach from the management team. For example, regular questionnaires are circulated and evidence of impact captured on 'You said We did' boards. Parents spoken to report highly engaged practitioners who strive to build strong relationships with children and their parents. One parent reported that staff make them feel that their child is the only one present.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager is very confident in her role as designated safeguarding lead. She responds quickly to any concerns raised by staff. Staff can confidently identify the signs and symptoms of abuse and know what process they should follow should they have concerns. Staff and leaders know what to do should they have a concern about a member of staff. The manager and staff provide a safe environment for children to learn and develop.

## **What does the setting need to do to improve?**

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

- consider arrangements made for the organisation of transition times to ensure all children's needs are prioritised
- strengthen continuous professional development opportunities to support staff to encourage all children to participate in activities, especially those quieter children who may need more encouragement.

## Setting details

<b>Unique reference number</b>	EY304092
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10234918
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Little Bear's Nursery School Limited
<b>Registered person unique reference number</b>	RP909667
<b>Telephone number</b>	0208 5329562
<b>Date of previous inspection</b>	7 October 2016

## Information about this early years setting

Little Bears Nursery School Ltd registered in 2005. The nursery is located in the London Borough of Redbridge. It operates Monday to Friday, from 8am to 6.30pm. There are 25 members of childcare staff; five of whom hold early years qualification at level 2, 10 at level 3 and two at level 6.

## Information about this inspection

### Inspector

Sarah Phillips

## 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 setting and has taken that into account in their evaluation of the setting.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector held discussions with staff and the manager regularly during the inspection.
- The inspector observed staff and children of all ages throughout the setting.
- The views of parents and carers were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and relevant policies and procedures.

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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