

# Inspection of Nanny Bears Childcare

Unit 2 And 3, Newlands Park, Cullompton, Devon EX15 1WH

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Inspection date: 22 November 2022

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

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

### **The provision is good**

Children form very close and trusting relationships with staff and loving bonds with their key person. They are happy and settled, and children of all ages move around exploring freely and confidently making their own choices. Staff have high expectations of children's behaviour. Children behave very well, learn to take turns, share and play kindly. Staff provide activities to help them understand and manage their emotions. For example, older children join 'gratitude time' when they talk about how they feel and what makes them happy.

Children benefit from a broad curriculum of activities to support their personal interests and developmental needs. For example, older children learn to use tools, such as tongs and pipettes, in their creative play. They learn about shape and size and enjoy story times. Babies explore many different sensory resources, develop their early mobility safely and enjoy listening to staff sing and read to them. All children benefit from physical play throughout the day, including yoga and baby massage sessions. Staff facilitate all-weather outdoor play and walks on the farm so that mobile children can enjoy the activities without restriction. This includes puddle splashing, creating in the mud kitchen, balancing on planks and water play.

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

- Staff know the children well and are clear what they intend for them to learn next. They use their good teaching skills to build on what children already know and can do. For example, children learn lots of new words and the sounds and names of letters. Staff provide exciting materials for the younger children to investigate and introduce numbers and colours to their language. However, on occasion, staff do not organise walks as effectively for some of the youngest children, to meet their needs. At such times, these children are not fully involved and do not benefit from all of the learning opportunities.
- Children are curious and motivated to learn. Younger children crawl into trays of sensory objects to explore, and they find books for staff to read. Older children engage in drawing, painting and playing imaginatively. Staff adapt the activities to support children's own ideas.
- Staff prepare children well for their transition within the nursery and in readiness for starting school. Younger children confidently communicate their needs and feelings to staff. Older children enjoy engaging in discussions and answering questions to help them become confident communicators. Children learn to manage tasks for themselves to build their independence, such as chopping foods and registering themselves on arrival.
- Staff follow good cleaning routines and the sickness policy to maintain a hygienic environment. The nursery provides fresh and healthy plant-based meals according to children's dietary needs. They teach children the importance of

handwashing routines to support healthy lifestyles. However, staff do not consistently help older children learn to manage aspects of their own personal hygiene as well, such as when they cough and sneeze.

- Partnerships with parents are excellent. Staff follow successful procedures to settle children into the nursery and to support their transition from the baby room. They provide reassurance to new parents, such as sending a 'Bear Hug' home to support them while children settle in. Staff keep parents very closely informed and involved in their children's all-round development.
- Staff work closely with parents and professionals to meet children's additional needs consistently. This includes undertaking any specific training and providing additional activities to meet their needs.
- The strong and efficient management team monitors the quality of the provision effectively to identify and make continuous improvements. This includes providing a programme of training for the well-qualified team of staff. Parents provide positive feedback, particularly regarding how well key persons know their children and the staff's communication.
- The management team nurtures staff welfare and well-being. Their personal and work-related achievements are celebrated, and care is given to monitor their emotional well-being. This helps staff to feel valued in the roles they feel passionate about.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff all have a very good understanding of their safeguarding roles and responsibilities and keep their knowledge up to date. They know about the risks to children and the correct procedures to follow in the event of any concerns, to safeguard their welfare. The management team follows robust vetting, induction and supervision procedures to ensure that staff are and continue to be suitable to work with children. Staff maintain very safe and secure environments for children in the nursery and on outings. This includes risk assessments and managing walks in public areas safely.

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

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

- develop staff practice further to help older children learn how to manage all aspects of their personal hygiene consistently well
- develop the organisation of walks for the youngest children to ensure they are all fully supported and able to benefit from the learning opportunities.

## Setting details

<b>Unique reference number</b>	2574451
<b>Local authority</b>	Devon
<b>Inspection number</b>	10266591
<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>	32
<b>Number of children on roll</b>	61
<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 Childcare registered in 2020. The setting operates from Cullompton, Devon and is one of a chain of nurseries operated by Nanny Bears Childcare. It opens each weekday, from 7.45am until 6pm, all year round. The setting receives funding to provide free early years education for children aged two-, three- and four-years old. The setting employs a dedicated chef and 11 members of staff to work with the children, nine of whom have relevant qualifications at level 3 to 5.

## Information about this inspection

**Inspector**  
Bridget Copson

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- We inspected this provider on 7 September 2022. Following concerns raised by the provider and Ofsted's quality assurance processes, we returned to gather additional evidence on 22 November 2022. The evidence gathered on 22 November 2022 was the evidence used to determine the judgements in this report.
- The inspector observed activities and the quality of the staff's interactions with the children. She discussed the effectiveness of an activity with the manager.
- The inspector viewed a sample of documentation and discussed the manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.
- The manager and inspector completed a learning walk around the nursery, and the manager explained how this is used to meet children's needs and deliver the curriculum.

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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