

Inspection of Little Bears Day Care

Brownlow Community Centre, Claypit Street, Whitchurch, Shropshire SY13 1LF

Inspection date:

9 December 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The provider has not notified Ofsted of changes to the individuals who form the committee and who are responsible for the setting. This is an offence.

Children's behaviour is good, and this is modelled by staff through their warm relationships with each other. Children listen well to the Christmas story read by enthusiastic staff. Children make good progress from their starting points. They gather knowledge and skills through the planned curriculum and in readiness for the next stage in their learning.

Children develop a secure base with their key person and other staff. They clamber onto their key person's lap as a secure base to explore the environment from. Children's individuality is celebrated. Staff work closely with parents to gather information about their family customs and religion. Staff use this information to plan experiences to help children learn about their own and other children's celebrations, including the Christian tradition of 'name day.' This helps children to develop fundamental British values, such as respect and tolerance.

The care children receive from staff is of a high standard, and they are vigilant to their needs. Staff and children manage risks together, especially in icy weather, to help them to keep safe.

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

- There are weaknesses in the strategic leadership of the setting. The committee has not notified Ofsted of changes to committee members. This means that Ofsted has not been able to determine the suitability of new members of the committee, to carry out their roles and responsibilities for the management of the setting. The impact on children is minimised because committee members have had a Disclosure and Barring Service (DBS) check, and they do not work directly with children in the setting.
- Since the last inspection, there has been a change in the manager and deputy as well as the appointment of a co-manager. This new management team, who run the setting on a day-to-day basis, are highly ambitious and have driven forward many improvements in teaching and practice. Staff receive the support they need from managers to build on their knowledge and skills to provide a good-quality education for children. Staff workload is being driven down through reducing the amount of written assessments. Staff report that their well-being is high and they benefit from the many schemes in place to promote this.
- The curriculum intent is becoming securely embedded across the setting. It is ambitious for children with special educational needs and/or disabilities (SEND) and children adversely impacted by the COVID-19 pandemic. Through further

refinement of staff's curriculum planning, children's already good attitudes to learning can be accelerated further. This will help to promote children's active learning and critical-thinking skills to the highest level. Children say that they like the setting, especially playing outdoors.

- The special educational needs and disabilities coordinator (SENDCo) is knowledgeable and passionate about her role. She works closely with staff and the managers to quickly identify, assess and support children with SEND. Staff working one to one with children with SEND use appropriate interventions to help them achieve their personalised targets.
- Interactions between staff and children are good. Staff use a range of questioning and commentating on children's actions to help support children's communication and language development. Through their effective supervision of staff, the managers are building on these already good-quality interactions further.
- The planned curriculum considers the benefits of healthy lifestyles. Activities help children to make positive food choices and understand the importance of getting outside for fresh air and exercise.
- There is a strong focus on providing children with a rich range of experiences. Staff teach children about being kind to others; for example, through the random act of kindness of giving bunches of flowers to members of the community. Children also benefit from the outings staff take them on to a local residential home for the elderly. They develop their social skills while completing activities with residents.

Safeguarding

The arrangements for safeguarding are effective.

Despite weaknesses in the strategic leadership of the setting, these do not have an adverse impact on the safety of children. Staff are knowledgeable about child protection and safeguarding. They are vigilant to identify concerns about a child's welfare and to ensure families benefit from the right help, at the right time, from services. Leaders have considered the impact of economic pressures on families and work with local foodbanks to support the welfare of families. There are procedures in place to manage safeguarding, including the safe recruitment of staff. Staff understand the procedures to respond to concerns about staff practice.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve knowledge of changes that must be notified to Ofsted and the timescale for notification.	09/03/2023
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To further improve the quality of the early years provision, the provider should:

- refine the already good curriculum plans to help increase children's active engagement in learning and their critical-thinking skills.

Setting details

Unique reference number	EY426728
Local authority	Shropshire
Inspection number	10262993
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 9
Total number of places	51
Number of children on roll	124
Name of registered person	Little Bears Day Care Committee
Registered person unique reference number	RP910039
Telephone number	01948664313
Date of previous inspection	13 April 2017

Information about this early years setting

Little Bears Day Care registered in 2011. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The provider employs 20 members of staff. Of these, 17 hold appropriate early years qualifications. The provider receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

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, co-manager and 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. Parents shared their views of the setting with the inspector.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager and co-manager.
- The managers provided the inspector with a sample of key documentation on request.

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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