

Inspection of Bear And Bunny Nursery

Crangal Cottage, Horley Road, Horley RH6 0BJ

Inspection date: 6 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and settle well in this nurturing environment. They enjoy the freedom to investigate the outdoors, including their own forest school. Children have opportunities to assess their own risk. For example, they tell staff that they are only climbing to a certain height on the tyres before they stop to see if it is safe. Children are encouraged to keep on trying when they encounter difficulties in their play. They are successfully supported by skilled staff to find their own solutions to problems. Children are fully aware of rules and boundaries, especially when taking part in forest school. For instance, they have their own rules. These include 'hands by your side, doggy drill' and 'hands up, stinging nettles'. Children understand the importance of following these rules to keep themselves and others safe.

Children show enthusiasm, independence and confidence. They benefit from an ambitious curriculum that provides them with enriching, varied experiences. Children's interests are paramount at this nursery, and children sustain their interest during their play and exploration for long periods of time. For example, they spend time carefully digging in the garden. Children excitedly uncover worms and cannot wait to show their friends. They spend time talking about how the worms feel, their habitat and the shapes the worm makes as they curl, telling friends 'worms have no bones'. Children learn from staff that worms are 'important' as 'they help their plants to grow'. Learning opportunities such as this enable children to build their confidence and self-esteem, while learning new things about the natural world around them. This enables children to become independent learners.

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

- Leaders and staff work together very well. Effective, regular supervision is in place to support staff. Staff receive training opportunities which ignite their passion. For example, they are offered forest school leader training. Staff report that leaders go 'above and beyond' to support them and they enjoy the opportunity to develop their own skills. As a result, staff are enthusiastic, and teaching continually improves.
- Leaders plan a well-thought-out curriculum that includes meaningful experiences across all areas of the early years foundation stage. They have high expectations of what they want children to learn. This is well communicated with the dedicated and passionate staff team. Together, they work to plan and sequence learning for each individual child that supports them to make their own progress.
- Staff understand the importance of developing children's communication and language skills. They purposefully model language as children play, through high-quality, positive interactions that really get children thinking. For example,

staff speak clearly, introducing a range of vocabulary, and use effective questioning to enable children to problem-solve independently. Staff provide effective, targeted language support for children who need to develop their communication and language skills. This enables all children to make progress in their language development.

- Staff promote children's early literacy skills. Children develop a love of books as they independently access them. Staff are attentive and read to children as they self-select familiar stories, which they listen to intently. Staff extend children's learning of stories. For example, children enthusiastically make their own character props. Staff support children to use their imagination, using these props to make their own stories for a group activity. However, some larger group activities are not organised as well as they could be, and some children become restless and distracted, which ultimately impacts on their learning.
- Staff take the time to get to know children. They monitor progress effectively and are prompt in identifying any difficulties children may have. Staff are proactive and work in partnership with parents and/or carers, seeking additional support as needed. They liaise with outside agencies to seek strategies to meet children's needs effectively. This ensures that all children, including those with special educational needs and/or disabilities (SEND), make progress from their individual starting points.
- Opportunities for children to be physically active are plentiful. The passionate forest school staff are eager to offer opportunities to develop children's life skills and freedom to learn about the natural world. They take pride in developing children's social and emotional skills by providing opportunities for them to work together to achieve a shared goal.
- Children's behaviour is very good. They play harmoniously together. Staff reinforce positive behaviour and have high expectations of the children. Staff are sensitive when giving gentle reminders, for example to say 'please' and 'thank you'.
- Parents speak highly of the nursery and feel that their children are happy. They value receiving regular updates via an online app. Parents commented on the 'amazing atmosphere' and 'fantastic outdoor opportunities'. They report that they feel very well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a clear understanding of their safeguarding responsibilities. Leaders monitor staff's knowledge of safeguarding effectively and ensure training needs are kept up to date. Staff demonstrate a clear understanding of what to do if they are concerned about a child, including how to report to local safeguarding partners. They are aware of the procedure to take in the event of an allegation against a staff member. The setting has robust safer recruitment processes in place, ensuring the suitability of staff who work with children. Children are well supervised. Effective risk assessment is in place to ensure safety of the premises and activities undertaken.

What does the setting need to do to improve?

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

- review and improve the planning of larger group activities to ensure all children are able to fully engage in learning.

Setting details

Unique reference number	EY494975
Local authority	Surrey
Inspection number	10267065
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	2 to 4
Total number of places	65
Number of children on roll	53
Name of registered person	Bear And Bunny Nursery Limited
Registered person unique reference number	RP911307
Telephone number	01293387234
Date of previous inspection	12 February 2018

Information about this early years setting

Bear and Bunny Nursery registered in 2015. It is located in Horley, Surrey. The nursery opens Monday to Friday from 7.15am to 6pm, for 51 weeks of the year. There are 15 staff employed to work with children. Of these, one has an early years teaching qualification and nine have qualifications at level 3 or above. The setting receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Natalie Moir

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 deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to 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 SEND.
- The manager carried out a joint observation of group activities with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the provision with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023