

Inspection of Owl & Bear Daycare

Rusthall Lodge, 46 Southend Crescent, London SE9 2SB

Inspection date: 16 December 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Managers do not identify and remove risks swiftly enough and this compromises children's health and safety. They do not recognise risks associated with fire escapes for children in the pre-school group or for children who sleep upstairs. This poses risk to children's welfare. The arrangements for staffing also have an adverse effect on the quality of the safety for sleeping babies. Hence, breaches of the statutory requirements have significant impact on children's safety and well-being.

Although the manager designs a broad curriculum, some staff do not know the children, particularly in the room with toddlers and pre-school children. Staff have some ideas of the things they want children to learn. However, they do not implement the curriculum well for these children or adapt it to meet children's individual learning needs. This means that staff are not engaging children effectively in purposeful learning. Staff working with the toddler and pre-school children have poor understanding of children's learning needs. This leads to children's experiences being very limited. For instance, staff do not use opportunities to introduce different vocabulary to children during activities. They do not ensure that learning is tailored to meet the needs of children according to their age and stage of development.

Despite weaknesses in the provision, babies are happy and settled. They are curious, eager to take part in activities and form relationships with the staff. Older children are calm, listen well and are respectful. Babies excitedly explore. For example, they enjoy playing with oats and play alongside each other as they scoop their hands full of oats and watch as they fall through their fingers. Children are independent and behave well.

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

- Managers do not monitor effectively enough to identify any breaches to the welfare requirements that can compromise children's safety. Improvements made since Ofsted's last visit have not been maintained. Managers do not do enough to ensure that safety is given the utmost priority. For example, they fail to effectively address risks associated with safety of the premises, evacuation procedures and babies' sleeping arrangements.
- There is weakness in the deployment of staff, in particular during the children's sleep time. Staff do not communicate effectively with each other during changeover, for instance when taking a lunch break or at the end of their shift. As a result, babies are left alone sleeping where other staff are not always able to see or hear them.
- Staff teaching the toddlers and pre-school children do not have a clear understanding of the learning intention. The curriculum for these children is

narrow and poorly implemented. There is poor quality of interaction with these children. Staff do not effectively support children's communication and language development. They do not consider children's individual needs or stages of development when planning activities. For example, during a small-group activity, children do not get involved, as they are not able to understand the activity because it is too advanced for them. This has a negative impact on children's progress.

- Although the manager provides supervision and training opportunities for staff, these are not yet effective. This is in regards to providing successful coaching and mentoring to support staff, hence helping them to understand the areas of learning and improve the quality of teaching and the way children learn.
- Children enjoy outdoor play, which helps keep them fit and healthy. Younger children also access climbing equipment in the baby room to develop their physical skills. Children become familiar with their routines. They learn to develop early hygiene habits, such as handwashing after they come indoors from outside play and before mealtimes. Children enjoy healthy snacks and meals.
- Despite weaknesses, there are elements of positive practice. Staff are generally kind and caring towards children. Overall, they are attentive to the babies and they play with the older children. Staff model to babies how to build using building blocks and encourage them to have a go. As a result, at times, babies demonstrate some positive levels of engagement. Older children are keen to learn and listen well.
- Children are supported to manage their own behaviour. This is because adults are consistent with the daily routine. For example, children are reminded to go to the cloakroom to take their coats off and hang them up. This helps children to learn to adapt their own behaviour.
- Staff build friendly and positive relationships with parents. They make good use of communication tools to keep parents informed about their children's care. However, this could be further improved so parents are clear with regard to what their children are learning and how they can support them further at home.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessment policy and procedures are not rigorously implemented. Risks and hazards are not identified and addressed in a timely manner to ensure children's safety. Furthermore, staff deployment is not consistently effective to promote children's health, safety and well-being. However, staff record children's accidents, incidents and medication accurately. Managers have procedures in place to ensure the suitability of staff working with children. Staff have a knowledge and understanding of signs and symptoms of abuse and understand the procedure to follow if they are concerned about a child. This includes reporting an allegation. However, overall, children's safety cannot be assured in this setting. This is due to the breaches in requirements having a significant impact on children's safety and

welfare.

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
implement effective risk assessments to identify aspects of the environment that need to be checked on a regular basis and to identify and remove any risks posed to children and staff	20/01/2023
take steps to ensure the safety of children, in particular ensuring emergency exits are kept consistently clear and safe to use	20/01/2023
improve the deployment of staff to ensure effective supervision of sleeping babies to promote their safety	20/01/2023
develop the curriculum to ensure that it is clear and well sequenced and that all staff understand the learning intentions to ensure children make good progress	20/01/2023
train staff to improve their interactions with children, with particular regard to developing children's communication and language skills	20/01/2023
ensure supervision and training opportunities provide effective coaching and mentoring so that staff better understand the areas of learning they teach and the way children learn.	20/01/2023

Setting details

Unique reference number	2652827
Local authority	Greenwich
Inspection number	10266918
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	1 to 4
Total number of places	100
Number of children on roll	61
Name of registered person	Owl & Bear Daycare Limited
Registered person unique reference number	2652826
Telephone number	02034577510
Date of previous inspection	Not applicable

Information about this early years setting

Owl & Bear Daycare registered in 2021. It is located in Eltham, in the London borough of Greenwich. The setting operates Monday to Friday, from 7.30am to 6.30pm, all year round. There are 20 members of staff, of whom 15 have a childcare qualification at level 2 and above, including the provider. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Marvet Gayle

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 provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum focus for the children.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out two joint observations with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation, such as accident and medication records, and reviewed evidence of the suitability of staff working in the nursery.

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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