

Inspection of Cuddly Bear Day Care Ltd

Park Hall, Sydenham Park, LONDON SE26 4EE

Inspection date: 24 January 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Babies receive plenty of cuddles and attention from committed and caring staff as they settle in. They benefit from the flexible arrangements that staff implement to ensure babies experience routines that mirror those from home. Older children have good opportunities to develop their independence. They manage handwashing routines and are eager to help to tidy away their toys. Pre-school children show their confidence and language skills. They introduce themselves to unfamiliar adults, hold back-and-forth conversations and attempt to read name badges phonetically. Children play happily together, take turns and share resources. They receive good support to express their feelings and emotions in positive ways.

Children enjoy physical challenges. They ride on wheeled toys while they strike small balls with long-handled sticks. Babies take tentative steps or navigate gentle slopes on their tummies under close supervision. Older children learn new words, such as 'polo', as they play. Children who need extra help with their learning and development progress well from their starting points. Children show that they understand the differing needs of their friends. They learn about other cultures, such as when they acknowledge Diwali or Australia Day. Children enjoy extended outings, such as to museums. Children are well prepared for future learning, and their moves to school are well planned.

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

- Leaders work together well. They seek the views of parents and successfully engage parents in their children's learning. Strong partnerships help leaders to identify opportunities to further enhance children's experiences. For example, children develop their social skills during visits to older people in the community.
- The special educational needs coordinator (SENCo) is effective in her role. She helps staff to agree and implement teaching strategies and review these with parents. The SENCo collaborates effectively with other professionals and local advisors. She uses her good knowledge of referral routes and funding streams to get children the help they need.
- Staff plan sequenced activities that help children to build on what they already know. This helps children to practise important skills and extend their ideas. For example, children act out their experiences during pretend play. As they carry out activities such as using chopsticks, they develop the small muscles needed for later writing. Children develop their mathematical awareness as they receive 'money to pay' and use their fingers to work out 'how much'.
- Children respond well to the high expectations of staff. Staff implement consistent strategies and use identified resources, such as puppets, to help children acquire positive social skills. Staff encourage children to build social

skills as they play and learn. Children show this as they share equipment, place orders of 'chicken and rice' and take on the role of a waiter. They form good friendships with each other and interact well.

- Curriculum leaders provide teaching support and help to monitor the effectiveness of the curriculum. Staff are clear about their roles and responsibilities and receive support to gain recognised qualifications. Leaders have arrangements to assess teaching skills and further develop the professional practice of staff. However, the deployment of less experienced staff in the baby room sometimes leads to less effective teaching for the youngest children.
- Staff plan opportunities for children to learn about some other cultures, languages and communities. Children show pride as their parents lead their friends in activities that celebrate where they come from. Children enjoy a wider range of performing arts experiences during sessions with external tutors. However, some children have fewer opportunities to recognise, value and share their languages and backgrounds.
- Parents speak highly about the staff and value the nursery. Parents appreciate the social events and the support and advice that staff provide. They mention an inclusive and individualised service, including bespoke arrangements that allow parents to breastfeed very young babies. Parents received consistent support during pick-up times, including information on how to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know the procedures to follow if they are concerned about a child, and they are alert to the signs of abuse. Staff know how to respond if they are concerned about the suitability of a colleague. Leaders assess the initial and ongoing suitability of staff and implement safer recruitment guidance. Babies and children have nutritious and healthy meals that reflect their dietary requirements. Their personal care needs are met well. Staff follow procedures to promote children's safety at mealtimes. They manage risks well, both in the nursery and while on outings. Leaders and staff work with parents and other professionals to agree care plans. They use the information gathered about children effectively.

What does the setting need to do to improve?

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

- review the deployment of staff so that skilled and qualified practitioners are available to meet the learning and development needs of babies more consistently
- broaden opportunities for children to value and share their languages and backgrounds.

Setting details

Unique reference number	EY453347
Local authority	Lewisham
Inspection number	10271150
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 4
Total number of places	109
Number of children on roll	125
Name of registered person	Cuddly Bear Day Care Limited
Registered person unique reference number	RP531962
Telephone number	02082917894
Date of previous inspection	4 August 2017

Information about this early years setting

Cuddly Bear Day Care registered in 2012. The nursery is open each weekday, from 8am to 6pm, all year round. The nursery receives funding to provide free early education for children aged three and four years. A total of 51 staff work with the children. Of these, the majority hold appropriate childcare qualifications between levels 2 and 6. One member of staff holds qualified teacher status.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed with the provider the impact of the pandemic and took this into account in their evaluation of the provider.
- The inspector talked to parents, children and staff at appropriate times during the inspection and took account of their views.
- Leaders met with the inspector and spoke about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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