

# Inspection of Bears Hideaway Nursery

6a Stourwood Avenue, Southbourne, Bournemouth, Dorset BH6 3PN

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Inspection date: 14 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are enthusiastic and ready to learn. Older children discuss with staff the ingredients needed to make a mud pie. They practise their counting skills while adding materials, and they work well together, taking turns mixing and mashing the materials. There is plenty of space to support children's physical and sensory development. Younger children dance and join in with actions from their favourite songs. Babies explore lights, sounds and textures in a calm environment.

Children enjoy carrying out tasks throughout the day. For example, they put away their coats after outdoor play and wash their own hands in preparation for their meals. Older children turn their inside-out coats the right way around. Younger children practise using a spoon to feed themselves. Children develop resilience and a willingness to persevere.

Since the COVID-19 pandemic, staff have had a focus on children's communication and language skills. Younger children develop their ability to concentrate and focus on their listening skills. They listen well when staff read stories that capture their imaginations. Staff encourage older children to expand their vocabulary and understanding of the meaning of new words. For instance, children learn about the days of the week and discuss their knowledge about weather conditions.

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

- The manager plans an ambitious curriculum. She has a clear intent about what she wants all children to learn. Children make good progress in their learning from their starting points. Staff structure the curriculum to build on what children know and can already do while taking into account their interests. However, staff do not always focus their teaching to further extend, engage and challenge the children's learning as they play to help them make the best possible progress. For example, when children show an interest in flowers, staff point out the buds and petals but do not extend the discussion.
- Staff support children with special educational needs and/or disabilities well. Children are gaining confidence and joining in with group activities. The special educational needs and disabilities coordinator is experienced and knowledgeable. She works closely with parents, staff and other professionals to help children to make the best possible progress they can.
- Overall, staff support children's enjoyment of books and early reading well. Younger children are developing their curiosity and interest in literacy. Older children, including those who speak English as an additional language, are beginning to recognise and sound out letters. Staff use phonics to support this learning. However, not all staff model the correct pronunciation of some letter sounds. This hinders children's language skills and literacy development.

- Children develop warm relationships with staff who know them well. Staff consider babies' individual needs carefully when they first start and support them to feel emotionally secure. For example, staff consistently praise babies when they sit down at snack time. Younger children play contentedly alongside each other. Older children begin to learn how to manage their own behaviour and feelings. They form close relationships and play cooperatively together. Staff encourage taking turns and offer children warm praise and encouragement.
- Staff talk about the benefits of a healthy diet with older children. They encourage younger children sensitively to try new foods. The nursery's dedicated chef prepares a wide range of nutritious snacks and home-made meals. She works closely with staff, children and parents to cater for children's dietary needs, preferences and allergies.
- Parents speak highly of this nursery, and many parents return with siblings. They comment that the staff are 'professional', 'kind' and 'attentive'. Parents appreciate the guidance staff provide in supporting their children, such as how to tackle fussy eating and challenging behaviour. They say that their children are becoming independent and learning to be expressive and creative.
- The manager and owner regularly review and reflect on the nursery provision. The manager prioritises professional development reviews for all staff, both new and old, to ensure they provide quality learning opportunities to children. Recent communication and language training has improved the manager's knowledge of how to support children's language and communication skills effectively, which is then cascaded to all staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

The owner, manager and staff have a good understanding of the procedures to follow should they have concerns about children's welfare. Staff attend regular training, and the manager tests the staff's knowledge of safeguarding frequently. This helps to ensure they fully understand how to recognise and protect children from harm. The owner and manager implement effective recruitment and induction procedures. They make sure that all staff are suitable to work with children and check their ongoing suitability each year. Staff ensure the premises are safe and secure and supervise children closely at all times.

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

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

- strengthen staff's teaching skills to extend, engage and challenge children's learning as they play to help them make the best possible progress
- improve staff's skills and knowledge of how to model language consistently, to support children's language skills and literacy development further.

## Setting details

<b>Unique reference number</b>	EY335199
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10276595
<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>	45
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Bears Hideaway Nursery Partnership
<b>Registered person unique reference number</b>	RP526283
<b>Telephone number</b>	01202 422 987
<b>Date of previous inspection</b>	24 July 2017

## Information about this early years setting

Bears Hideaway Nursery registered in 2006. It operates from a converted house in Southbourne, Bournemouth. The nursery is open Monday to Friday, from 8am to 6pm, for 49 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. There are 12 members of staff. Of these, one holds a level 4 qualification, six hold a level 3 qualification and two hold a level 2 qualification.

## Information about this inspection

### Inspector

Rachel Cornish

## 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 joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The manager carried out a joint observation of a group activity with the inspector.
- The inspector observed children to assess the interactions between the staff and children.
- The inspector spoke with the manager throughout the inspection to keep her updated as the inspection progressed.
- The inspector spoke to a sample of parents and received emails from other parents to gain their views of the service provided.
- The owner, manager and inspector held a meeting together. The inspector looked at a sample of documents, including evidence of staff's suitability.

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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