

Inspection of Bear Cubs Day Nursery Ltd

Danesmead Scout Campsite, Cock Lane, Hoddesdon EN11 8GG

Inspection date: 16 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the nursery where they have settled well, establishing good relationships with staff and their peers. They show an interest in stories, looking at their favourite animal books and having discussions about the sounds the animals make. For example, children use simple Makaton signs for a pig 'oinking' and use resources to create the sound of a horse 'trotting'. They play cooperatively alongside one another and are keen to learn, showing curiosity and following their own interests.

Children explore outdoors and the world around them through a variety of opportunities and apply their ideas in many ways. For example, they use bicycles and tractors to test how fast they can go, and talk about how they go faster when going down a hill. Children often see squirrels and wonder how close they will come to the nursery. They talk about the squirrels living in the big trees outdoors.

Staff support children to extend their learning. As children explore sensory opportunities in a variety of ways, they talk about the range of ingredients they can see and touch. For example, they hold spaghetti and describe this as 'slimy' and 'like a worm'. Children investigate letter sounds that they find in rice trays, using big magnets to retrieve them. Staff talk about the letter and the sound it makes, helping children to build on their early reading skills.

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

- Children are safe and secure and supported to cooperatively play alongside one another. They take turns to explore balancing beams independently and have discussions about making space for each other. Children are offered support from staff to jump from different heights, and develop good physical skills as they walk, climb and balance.
- The manager and staff provide activities for children supporting all areas of learning. They collaborate on a varied curriculum to provide children with opportunities to extend their learning. For example, children learn new sounds to extend their communication and language and build on this, singing songs and using actions of the sound they have learned.
- Parents report they are happy with the nursery and how children have settled extremely well. They feel that all staff adapt care to their children's individual needs. Parents receive regular communication from the nursery which supports them with reassurance and feeling at ease. Staff engage with parents and use the knowledge they learn about children and their interests to support their learning.
- Staff support children to know what is happening next and making transitions in the routine. Occasionally, staff focus on domestic routines, which means their

interactions with children are not as consistently engaging as they are at other times, to enrich children's experiences.

- The manager leads the nursery well and works with staff closely to support children and their learning. Although the manager gives feedback on activities staff provide for children, staff do not always have opportunities to reflect on their practice to further develop their teaching skills and professional development.
- Staff support children to make choices in their learning. They offer opportunities for children to explore activities at different levels. Children like to sit down to investigate the sand tray and move to standing to explore water play. Younger children enjoy interacting with older children and enjoy visiting quieter spaces where they can play together. Older children encourage younger children to learn new words.
- The special educational needs coordinator works in partnership with professionals to support children's individual needs. She works closely with parents and other agencies to review children's next steps, which helps them to decide what to teach children. Effective strategies are put in place that build on children's communication and language skills to help reduce any differences in their learning so they make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate good knowledge of safeguarding and understand the signs and symptoms of abuse and/or neglect. They undertake training and are aware of wider concerns to protect children from extreme practices and views. The designated safeguarding person ensures that staff update their knowledge through training and continuous discussions through staff meetings. The manager reviews safeguarding policies and procedures to ensure children's welfare is paramount. Recruitment and vetting procedures are robust to ensure all staff working with children are suitable.

What does the setting need to do to improve?

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

- review the organisation of routines so that staff can engage with children and offer rich opportunities for high-quality interaction during mealtimes
- continue to develop the already good practice and seek further ways to help all staff regularly reflect on their practice and support their professional development.

Setting details

Unique reference number	2618604
Local authority	Hertfordshire
Inspection number	10280915
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	20
Number of children on roll	25
Name of registered person	Bear Cubs Day Nursery Ltd
Registered person unique reference number	2618606
Telephone number	07803275416
Date of previous inspection	Not applicable

Information about this early years setting

Bear Cubs Day Nursery Ltd registered in 2021. It is run by a limited company and is based in Hoddesdon. The setting operates from 8am until 6pm Monday to Thursday, and from 8am to 12pm on Fridays. It closes for two weeks in December and on bank holidays. The nursery employs seven members of staff, three of whom are qualified at level 3. The manager of the setting holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Courtney McAllister

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 setting.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum and the impact on children's learning.
- The inspector spoke to parents during the inspection and took into account their views.
- The special educational needs coordinator spoke to the inspector about how children with special educational needs and/or disabilities are supported.
- The inspector carried out a joint observation with the manager of a group activity.
- The manager showed the inspector relevant documentation to demonstrate the suitability of staff and their paediatric first-aid certificates.

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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