

# Inspection of Bear Hugs Day Nursery

110 Sandy Hill Road, LONDON SE18 7BA

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Inspection date: 18 April 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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and secure in the nursery. They happily arrive and quickly settle into the routine of the day. Children are active learners and benefit from a well-designed curriculum to support their physical development. The routine and structure of the day enable children to spend time outdoors to explore, take age-appropriate risks and build on their interests. Older children enjoy riding bicycles and scooters and work out how to negotiate bends. Toddlers display high levels of independence and resilience as they climb slides and ride tricycles.

Staff place strong emphasis on getting children ready for school. For instance, they teach the children to identify letters in their names, when they are developmentally ready, and count numbers. Some children can easily recognise their names and begin to write them.

Children behave well and play nicely with their friends. For example, toddlers sit together and pass objects to their friends while building with construction blocks. Staff continue to monitor and support children who find it difficult to sit, listen and engage in learning activities.

Overall, all children, including those who receive additional funding, are making good progress from their starting point of entry.

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

- Strategies for developing parent partnerships are effective. Staff keep parents informed about children's care and learning through daily communication and termly reports. In addition, the team seeks the views of parents to help them identify areas to improve. Parents are kept up to date with staff changes and other welfare matters through emails and regular newsletters. Parents report that their children feel safe and happy at the setting.
- Staff teach children to become independent learners. For example, they encourage children to take their coats off, hang them on their allocated pegs and put them on by themselves. Staff are available to support those who require help. Staff teach children how to use cutlery competently during mealtimes. Some children demonstrate high levels of independence as they tidy away resources after play.
- The managers of the nursery are clear about what they want children to learn to build on what they already know. However, they do not ensure that all staff understand how to implement the curriculum intent effectively. For instance, although leaders have identified that staff need to promote children's language through songs, books and tailored one-to-one activities, this is not done consistently. As a result, not all children make consistently good progress in their

communication and language development.

- Staff are quick to address negative behaviour, and many support children to learn what behaviour is acceptable and what is not. Staff encourage children to be kind to their friends and take turns during play activities. This has a positive impact on the way children behave.
- Generally, staff know the children well and can explain how they are progressing and what their interests are. However, there are times in the day when staff move from one room to another. Staff do not always consistently review information about children's learning in order to support them fully as they play and learn.
- Children benefit from being offered a variety of fresh, healthy snacks and meals, which helps to promote their good health. Staff encourage children to drink plenty of water and spend time outdoors. Staff use mealtimes and role-play activities to teach children about the importance of leading healthy lifestyles.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers ensure that all staff receive regular safeguarding training. Staff demonstrate a secure understanding of the different signs and symptoms of abuse and know how to raise concerns about a child's welfare. Staff recognise the need to record and report any concerns to the lead safeguarding officer of the nursery without delay. The staff team carries out regular checks of the learning environment to remove any potential risks to help keep children safe. The provider follows appropriate vetting procedures to ensure 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:**

- ensure staff implement the curriculum intent for developing children's language effectively so that all children make better progress in this area of their learning
- make better use of information available about children in order to better support their next steps in learning.

## Setting details

<b>Unique reference number</b>	EY537332
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10286156
<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 7
<b>Total number of places</b>	33
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Bear Hugs Day Nursery Limited
<b>Registered person unique reference number</b>	RP537331
<b>Telephone number</b>	02083178811
<b>Date of previous inspection</b>	13 February 2019

## Information about this early years setting

Bear Hugs Day Nursery has been established since 2006 and is located in London. It re-registered in 2017. The nursery is open from 7am to 7pm, Monday to Friday. The nursery receives funding to provide free early education for children aged two, three and four years. There are eight staff who work with the children. Of these, three hold relevant early years qualifications at level 2 and above.

## Information about this inspection

### Inspector

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## Inspection activities

- This was the first routine inspection the nursery 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.
- A range of documents were viewed by the inspector, including evidence of staff's suitability and paediatric first-aid qualifications.
- The inspector conducted a learning walk with the deputy manager of the nursery to discuss how the early years provision is structured and the curriculum intent for children's learning.
- Some parents spoke to the inspector and their views were taken into account.
- A joint observation was conducted by the inspector and the deputy manager and discussions were held about children's learning.
- The inspector observed staff's interactions with children and assessed the impact these have on children's learning.
- The inspector spoke with staff and children at appropriate times.

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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