

# Inspection of Little Bears Day Care

Brownlow Community Centre, Claypit Street, Whitchurch, Shropshire SY13 1LF

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Inspection date:

19 July 2023

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Requires improvement

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

### **The provision is outstanding**

Staff provide children with a wealth of quality interactions and care at this inviting and fun-filled setting. Children arrive eager and excited to start their day. They are greeted with the warmest of welcomes by the caring and friendly staff. All children are happy, settle quickly and develop strong trusting attachments with staff and their key person. Children run to their key person and tightly wrap their arms around them affectionately. Staff know the children exceptionally well. They are attentive and nurturing to their individual needs and genuinely enjoy spending time with the children. Staff have high expectations for children's behaviour. Children are kind to each other and their behaviour is impeccable.

The managers and staff place children at the heart of everything they do. They have a superb knowledge of children's interests and plan exciting activities that enrich their learning experiences to the highest level. As a result, all children, including those with special educational needs and/or disabilities (SEND), make rapid progress in their learning and development.

Children benefit from daily opportunities to play and exercise in the fresh air. They use their core strength and coordination as they confidently navigate challenging obstacle courses, indoors and outdoors. Babies and younger children show excellent control as they climb steps and ramps and become increasingly confident as they develop their physical skills.

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

- The managers have successfully addressed the action from the previous inspection and have made significant improvement. The managers and staff are excellent advocates for all children. They are extremely passionate and have a shared, ambitious vision for the setting. Managers create an ethos that empowers staff to evaluate their practice and implement new initiatives, such as a lending library. Staff benefit from regular and highly effective supervisions that focus on their professional development and well-being.
- Children's emerging needs are quickly identified. The special educational needs coordinator is devoted to ensuring that children with SEND receive targeted support. He works closely with other professionals, parents and staff to ensure swift referrals and early interventions are implemented. Additional funding is spent effectively to meet children's needs.
- Managers and staff make excellent use of their very strong links with the local community. Children frequently take part in outings, such as to the library, and shops, where they particularly enjoy visiting the cheese counter. They visit the local care home, where they join in with activities and develop their social skills in new environments.

- Staff provide significant amounts of reassurance and support for children to try new experiences. For example, children thoroughly enjoy riding on the local bus around the town. The bus driver will peep his horn as he drives past the setting, and children enthusiastically wave back to him. Children gain an immense sense of belonging to the community. They take part in acts of kindness, such as giving flowers to residents and donating food to the local food bank.
- Communication and language development is embedded throughout practice. Babies thoroughly enjoy circle times. They delight as staff use a puppet called 'Lucy' to capture their curiosity and enjoyment. Babies join in with singing familiar nursery rhymes and excitedly use musical instruments with excellent control. Staff read stories with enthusiasm and intonation in their voice, which helps to bring the characters to life.
- Staff are highly skilled in using effective questioning techniques that support children's problem-solving and thinking skills. For example, younger children are encouraged to think about how they can remove pretend bread from a wooden toaster. Staff do not rush children, and support them to develop their resilience and perseverance.
- Staff naturally introduce new learning through calm and meaningful conversations. They help children to develop a secure understanding of mathematics. Older children estimate how many children are present and learn to work out simple sums.
- Parent partnerships are excellent. Staff keep parents well informed on the progress their children make and offer ideas on how to continue their learning at home. Feedback from parents is highly complimentary.
- The manager and staff nurture a culture of inclusive values and respect. They help children to embrace and celebrate the similarities and differences between themselves and others. Parents are invited into the setting to share their cultural backgrounds, traditions and national dishes with the children.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have an extremely comprehensive understanding of how to keep children safe from harm. They are alert to the signs that may indicate a child is at risk of abuse and know how to report their concerns. Staff understand the procedure to follow should they have concerns about the conduct of a colleague. Staff carry out thorough risk assessments to ensure children play in a safe and secure environment. Managers follow robust recruitment procedures to ensure staff are suitable to work with children. They work exceptionally well with other professionals to ensure that children are safeguarded.

## Setting details

<b>Unique reference number</b>	EY426728
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10302824
<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>	51
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Little Bears Day Care Committee
<b>Registered person unique reference number</b>	RP910039
<b>Telephone number</b>	01948664313
<b>Date of previous inspection</b>	9 December 2022

## Information about this early years setting

Little Bears Day Care registered in 2011 and is located in Whitchurch, Shropshire. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The provider employs 19 members of staff. Of these, 16 hold appropriate early years qualifications from level 2 to level 6. The provider receives funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hulme

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers and the inspector completed a learning walk together and discussed the intent for the curriculum.
- 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 setting.
- A meeting was held with the inspector and the manager to discuss leadership and management arrangements.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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