

# Inspection of Oscar Bears Day Care

Unit Four, Firsland Studios, Henfield Road, Albourne, HASSOCKS, West Sussex BN6 9JJ

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Inspection date: 28 July 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 demonstrate that they are happy and eager to play in the nurturing and stimulating environment. They have established strong bonds with their key person and separate from their parents with ease. Teaching is good, and leaders are committed to providing high-quality care and education. Staff use both assessment and information provided by parents to plan activities, considering children's interests and what they need to learn next. Babies demonstrate that they feel safe and comfortable in the welcoming environment. Staff are very respectful of children. For example, they explain what is about to happen when changing babies' nappies and wiping their noses. Babies giggle with delight as their fingers are tickled by staff when helping them to wash their hands.

Children are articulate talkers. They discuss why they have been watering the plants and share their excitement when they find a snail in the garden. Children kindly say, 'We must be careful and look after him.' Children are well behaved. They take care of resources and help to tidy them away. They have lovely manners and are kind to each other. For instance, children tell their friends to sit next to them so they are not on their own.

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

- Partnership working with parents is strong. Parents speak very positively about all aspects of the care and learning their children receive. They state that their children's individual needs are met and that their children are happy and excited to arrive. Parents say that they feel welcomed and involved in their children's learning and that communication is excellent. They mention that staff are loving and attentive and that the leadership team is always approachable and available.
- Teaching is generally good. Staff plan a broad curriculum that covers all areas of learning. However, there are times during planned group activities when staff do not fully engage children in purposeful learning. The learning needs of some children are not always planned for effectively enough. Despite this, all children make progress from their starting points.
- Children demonstrate a love of books. They seek books out in the setting, either for reference or to read alone or with friends. Staff plan unique ways to engage children in literacy and creativity. For example, they organise imaginative magic carpet rides and provide relevant props to support children's imaginations. Activities such as these help to bring stories alive. Children then use these experiences throughout the week in their own self-directed play.
- Leaders are highly ambitious and demonstrate a passion for what they do. They have high expectations for the children and staff. Training is positively encouraged, and staff are supported to pursue their own professional development. Staff comment that they feel valued and listened to and that their

well-being is always considered. Staff say that the nursery is 'like a family' and that it is a 'wonderful place to work'.

- A key strength of the nursery is the well-planned transitions that reflect the individual needs of children and babies. This ensures that all children are well prepared for the next stage within the nursery or for moving on to school. For example, babies and toddlers, with the support of their key person, are eased into their next stage over a period of time. Staff share detailed information about children's prior learning and routines with teachers. This ensures a seamless transition, and children are able to continue their learning with enthusiasm and confidence.
- From a young age, children learn the importance of keeping healthy and supporting their own needs. They enjoy a varied diet, and older children discuss healthy food choices with staff. Children are independent in their play and self-care. Children pour their own drinks and eat using cutlery. They put away their belongings, wash their hands and dress themselves independently. Babies eat using forks, and staff gently encourage them to have a go at new activities.
- Generally, routines are well supported in the nursery. However, on occasion, staff call children away from listening to a story in order to wash their hands in preparation for lunch. As a result, learning and engagement is disrupted for some children, as they do not benefit from listening to the whole story.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their role and responsibility to protect children from harm. Leaders ensure that staff are regularly updated about safeguarding issues. Staff know what to do if they consider that a child is at risk of abuse. They can confidently identify the signs and symptoms of abuse, including the dangers of extreme behaviours and views. Staff complete rigorous daily risk assessments to ensure that the premises are safe and secure for children. They fully understand the actions to take if they have concerns about the behaviour of a colleague and recognise they must take prompt action.

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

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

- improve teaching so that staff are always clear about how to support children's learning in all activities
- improve the organisation of group activities so that children's learning is not disrupted.

## Setting details

<b>Unique reference number</b>	EY438252
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10289077
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	48
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Oscar Bears Day Care Ltd
<b>Registered person unique reference number</b>	RP905727
<b>Telephone number</b>	01273 640686
<b>Date of previous inspection</b>	10 November 2017

## Information about this early years setting

Oscar Bears Day Care is privately owned and registered in 2011. The nursery operates from a converted rural building on the outskirts of Henfield, West Sussex. It is open each weekday, from 7.30am until 7pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 20 members of staff, 15 of whom hold appropriate early years qualifications from level 3 to level 6.

## Information about this inspection

### Inspector

Tina Lambert

## Inspection activities

- This was the first routine inspection the setting 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 to discuss how the curriculum is organised.
- The inspector observed the quality of interactions between staff and children and discussed the impact of these on children's learning.
- The manager and the inspector carried out a joint observation and discussed the quality of teaching.
- The inspector spoke to parents, staff and children and took account of their views throughout the inspection.
- The inspector looked at relevant documents, including evidence of recruitment procedures, staff suitability and 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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