

Inspection of Nanny Bears Childcare Ltd

Duckspond Road, Buckfastleigh TQ11 0NL

Inspection date: 31 July 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 happily enter this warm and nurturing nursery, where their key person welcomes them as they arrive. They come in confidently and separate from parents well. Staff are kind and attentive, offering reassurance and support for children when they need it. Children feel safe and secure and quickly settle into their play. Staff know the children well and deliver a well-planned curriculum that focuses on the children's interests and next steps in learning and development. Children are stimulated and motivated to learn. Additional funding for children from a range of complex backgrounds is used effectively to meet their individual needs. Also, children with special educational needs and/or disabilities receive swift targeted support. As a result, all children make good progress from their starting points.

Staff praise positive behaviour and make behaviour expectations clear. For example, babies are reminded to use 'kind hands' and to be 'kind to their friends'. Staff encourage children to explore and express their feelings and think about the feelings of others. Children begin to understand the impact that their actions have on others. They learn to be kind and play cooperatively. Consequently, children are respectful, behave well and show high levels of self-esteem. They share toys and resources with adults and other children and invite them to play.

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

- The passionate leaders and dedicated staff share an ambitious vision of care and education for the nursery. They seek advice and support from outside experts, such as the local authority early years team. They work as a team to reflect on the strengths of the provision and plan for improvements. These evaluations include the views of parents and children. For example, they observe the interests of the youngest children and make suitable changes to the environment.
- Staff support children's communication and language development well. Staff repeat words and sentences back to children to model accurate pronunciation of words. They narrate children's play and engage them in conversations throughout activities, modelling good social skills. However, although staff ask questions and allow children time to answer, they do not always ask children questions that promote their problem-solving and thinking skills.
- Children develop a love of books, stories and rhymes. They collect books and seek out adults to read to them. Babies snuggle with staff and delight at turning the pages and finding out what happens in the story. Older children copy adults singing rhymes and recall familiar stories. For instance, children sing 'There's a Worm at the Bottom of the Garden' as they make worms using play dough and recall 'The Very Hungry Caterpillar' story using props.
- Partnership working with parents is very strong. Staff share information in daily

diaries and through discussions with parents that outline children's experiences and progress. Parents feel well informed about their children. They comment on the high standard of attention and care the manager and staff provide.

- Leaders use supervisions and regular observations of staff practice to offer training and support. They work alongside staff to observe and assess children and model best practice. Staff say leaders ensure their workloads are achievable and prioritise their well-being. Leaders provide clear targets for staff that have a positive impact on the children's learning and development. Staff comment that they feel valued and enjoy working at the nursery.
- Children are well prepared for life in modern Britain. They learn about the different languages and cultures of the children who attend the setting and celebrate key festivals from around the world. Staff encourage children to understand people have different opinions that need to be respected. For example, they use mealtimes to highlight the fact children and staff like and dislike different foods.
- Staff promote children's understanding of healthy lifestyles. Babies learn how to wash their hands before meals and older children explain to staff why we need to brush our teeth. They enjoy fresh air and exercise every day outside at the nursery, that promotes their physical development. Staff, including a trained cook, provide freshly prepared nutritious meals that children enjoy. Children learn to do some things for themselves, however, the organisation of mealtimes means staff do not fully challenge and extend children's independence skills.

Safeguarding

The arrangements for safeguarding are effective.

The leaders and staff understand their responsibility to keep children safe. They know the signs that indicate that a child may be at risk of harm and the correct procedures to follow in the event of a child protection concern. Leaders follow robust recruitment and vetting of new staff to ensure they are suitable to work with children. Staff complete regular training in child protection and the manager uses safeguarding quizzes in team meetings to identify any further training needs. Staff ensure children are safe in the setting. For example, they conduct head counts when children are moving to play outside and inform staff inside how many children they have with them.

What does the setting need to do to improve?

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

- improve the organisation of mealtimes to develop children's independence and ability to attend to their own needs further
- promote children's thinking skills and provide opportunities to solve problems for themselves.

Setting details

Unique reference number	2644237
Local authority	Devon
Inspection number	10299910
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	28
Number of children on roll	57
Name of registered person	Nanny Bears Childcare Ltd
Registered person unique reference number	RP559503
Telephone number	07403171542
Date of previous inspection	Not applicable

Information about this early years setting

Nanny Bears Childcare Ltd registered in 2021. It is located in Buckfastleigh, Devon. The nursery is open Monday to Friday, from 7.45am to 6pm, all year round. There are 11 members of staff, of whom 10 work directly with children. One member of staff holds a level 6 qualification and seven of the remaining staff are qualified at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Martin

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 inspector observed the staff's interactions with the children indoors and the impact of these on children's learning.
- The inspector viewed the outdoors and discussed how staff use the area to support children's learning.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector took into account the written views of parents and spoke to parents on the day.
- The manager and inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation, including checking evidence of the suitability of the staff.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. She held a short meeting with the manager to discuss aspects of leadership and management.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023