

Inspection of Bear Hugs Day Nursery

3

134 Timbercroft Lane, LONDON SE18 2SG

Inspection date: 26 September 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and ready to begin their day. They are greeted by warm and friendly practitioners, who know them well. Children demonstrate that they feel safe and secure by leaving their parents confidently and seeking practitioners when they need comfort. Children show positive attitudes towards their learning. For instance, they confidently explore their environment and show curiosity in the activities on offer.

Practitioners support all children, including those with special educational needs and/or disabilities (SEND), to make progress. They know their key children well and provide activities and experiences that teach the areas of learning and support them to achieve their next steps in development. For example, when children enjoy water activities, staff encourage them to count and name colours as they 'fish' for pom-poms and collect them in containers.

Practitioners are positive role models for children. They communicate respectfully with each other and are gentle in their approach to children. Practitioners support children to become independent in their self-care needs. For example, children learn the importance of good hygiene practices. They wash their hands before meals and after using the toilet.

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

- The manager is passionate about child development and has clear intentions for what she wants children to learn. Since the last inspection, she has provided training for staff and has received support from the local authority to improve outcomes for children. The manager supports practitioners to implement the curriculum to ensure that children become confident, independent and develop the skills needed to be ready for the transition on to school.
- Practitioners implement a curriculum that supports children to develop in all areas of learning. They adapt activities to support the different abilities of all children who attend. Practitioners monitor children's development to help identify any gaps in their learning. They liaise with parents and other professionals, such as speech therapists, to ensure that they are working together and that children's individual needs are being met.
- Practitioners support children's language development. They sing, read stories and model language throughout the day by repeating words and small sentences and asking children questions. However, at times, practitioners quickly repeat the question or provide the answer. This means that children do not always have sufficient time to think and respond.
- Children are provided with healthy meals and snacks. They have access to fresh water throughout the day. Practitioners promote children's physical

development. Children have access to outdoor space with a range of equipment, such as bicycles, push-along toys and a slide. Children benefit from fresh air and explore moving in different ways. This supports children's well-being and physical development.

- Children learn about different people and cultures, such as through a range of books, resources and experiences. For instance, families are invited to a multicultural day to share cultural food, traditional clothes and stories. This helps children to respect other cultures while embracing their own.
- Practitioners support children who speak English as an additional language by using key words and phrases in their home language. This supports children's communication and helps them to feel included. Practitioners support children to learn English words by using children's home languages with the English word and visual aids, such as pictures or objects.
- Most children behave well. However, practitioners do not always teach children about the consequences of their actions to help them to understand what is expected of them and how their behaviour can impact others. Furthermore, children on the receiving end do not always have their feelings acknowledged. For instance, when children snatch, they are not always encouraged to return items and children are not always comforted when this happens to them.
- Parent partnerships are good. Practitioners share information about children's day with parents. They value parents' views and incorporate these when planning children's next steps in learning. This provides a consistent approach to children's all-round development. Parents speak positively of the nursery. They comment on the good communication and how their children have developed since attending the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Managers and practitioners understand their roles and responsibilities to keep children safe. They know the policies and procedures to follow if they have any concerns about a child in their care. This includes whistle-blowing against colleagues. Recruitment procedures are robust to ensure that practitioners are suitable to work with children. Since the last inspection, the manager has reviewed the risk assessment procedures to ensure that the environment is safe and secure for children. Practitioners complete daily risk assessments to identify and remove any hazards. Staff keep mandatory training, such as safeguarding and paediatric first aid, up to date.

What does the setting need to do to improve?

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

- strengthen practitioners' understanding of giving children time to respond to

questions to further develop their critical thinking and problem-solving skills.

- support practitioners to develop strategies to teach children about the consequences of their actions, including the effects on other people's feelings, to help them learn to manage their behaviour.

Setting details

Unique reference number	EY551032
Local authority	Greenwich
Inspection number	10290429
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	1 to 4
Total number of places	40
Number of children on roll	13
Name of registered person	Bear Hugs Day Nursery Limited
Registered person unique reference number	RP537331
Telephone number	02083164444
Date of previous inspection	4 April 2023

Information about this early years setting

Bear Hugs Day Nursery 3 registered in 2017. It is located in Plumstead, in the London Borough of Greenwich. The nursery employs five members of childcare staff. Of these, two hold relevant early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the interactions between practitioners and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of practitioners working in the nursery.

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