

# Inspection of Owl & Bear Daycare

Rusthall Lodge, 46 Southend Crescent, London SE9 2SB

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Inspection date: 22 April 2024

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision requires improvement**

Children are happy at this setting and comfortable in their surroundings. Leaders have made progress in addressing areas of significant weakness since the last inspection. However, the quality of staff's interactions is variable and children's needs are not consistently met. Some children become disengaged because they are not challenged and this impacts on their ability to learn. Leaders are ambitious and have a good understanding of what children need to learn. However, staff lack the confidence and skills to deliver the curriculum consistently and effectively.

Staff are kind and model the behaviour they expect of the children they care for. They greet children warmly on arrival and offer affection when children are upset or need a cuddle. This helps children to settle well into their day. Children confidently explore the environment, indoors and outside. They thoroughly enjoy the time they spend outside in the garden, where they have plenty of opportunities to extend their physical skills, enjoy nature and become engrossed in role play.

Some staff are not familiar with the behaviour management strategies they are expected to implement. Staff are not consistently deployed effectively. They are asked to cover in other rooms to ensure that the setting meets ratio requirements. Staff who usually care for younger children lack the skills to help older children to manage their emotions. Children do not understand what is expected of them as staff do not apply strategies consistently.

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

- Children benefit from a secure key-person system. Parents speak highly of the care and attention their children receive from staff. Staff observe children as they play and gain a good understanding of their individual needs and interests. Parents discuss their child's development in face-to-face discussions with their key person. However, staff do not use this information effectively to precisely plan activities to fully support children's individual learning.
- The nursery is spacious and bright and children have access to a large, secure private garden. Leaders ensure that all areas are thoroughly cleaned and well maintained to promote children's good health. Children learn good hygiene routines. For example, they wash their hands after using the toilet and before they eat. Older children behave safely on the stairs as they move around the nursery. This helps to keep children safe.
- Children enjoy a healthy balanced menu, which is freshly cooked on site. Staff clearly display information about children's allergies and preferences. They monitor children effectively at mealtimes to ensure that they eat well and their needs are met. However, at other times of the day, staff deployment is less successful and does not consistently support children's learning and

development. Staff are redeployed to support rooms where they are unfamiliar with the routines and children. At times, rooms become noisy and chaotic, which impacts on children's ability to learn.

- There are distinct play areas and age-appropriate activities for every age group. However, staff do not ensure that these are fully accessible. For example, staff place tables containing interesting activities against walls, which limits the number of children who can access them. This restricts children's learning, leaving them jostling for position and feeling frustrated. Children leave activities they are engaged with before they have completed their learning.
- Staff's interventions to address unwanted behaviour are inconsistent and not fully understood by all children and adults. Children take turns to be behaviour monitors and they do an excellent job of reminding their peers of the rules. This helps children to become familiar with expectations. However, sometimes, children become disruptive or struggle to manage their strong emotions. The approach taken to manage these feelings and behaviour varies depending on which staff member is involved. This is confusing for children and does not help them to learn the strategies they need to self-regulate.
- Leaders work with external agencies and make use of the training opportunities and resources available to them. There is a strong emphasis on children's speech and language development in the curriculum. When staff identify concerns, the setting's special educational needs coordinator (SENCo) offers appropriate support. Staff and the SENCo design interventions to help to support children's early language development. Key persons share this information with parents to help them to support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
enhance staff development to improve their teaching and raise the quality of education to a consistently high level	31/05/2024
improve staff deployment in the pre-school room to ensure that children are fully supported to engage in purposeful learning throughout the day.	31/05/2024

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

- ensure that activities in the learning environment are accessible to enable all children to follow their interests and engage with planned activities
- develop and embed strategies so that staff's expectations for children's behaviour are consistent and clearly explained to children.

## Setting details

<b>Unique reference number</b>	2652827
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10324758
<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>	1 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Owl & Bear Daycare Limited
<b>Registered person unique reference number</b>	2652826
<b>Telephone number</b>	02034577510
<b>Date of previous inspection</b>	27 October 2023

## Information about this early years setting

Owl & Bear Daycare registered in 2021 and is located in Eltham, in the London Borough of Greenwich. The setting operates all year round, from 7.30am to 6.30pm, Monday to Friday. There are 10 members of staff. Of these, nine staff have a childcare qualification at level 2 and above, including the provider.

## Information about this inspection

### Inspector

Trina Lynskey

## 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 setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- 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 staff working in the setting.

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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