

Inspection of Albert Bear Limited

Chesterton Community Centre, London Road, Chesterton, Newcastle ST5 7EA

Inspection date: 15 May 2024

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

Staff provide a warm welcome at this inviting nursery. Children happily separate from their carers and settle quickly into the routines of the day. They approach staff for cuddles, and staff respond with warmth and kindness. Staff meet the personal needs of children with dignity and respect. Hand hygiene practice is embedded into the daily routine. For example, children know to wash their hands before mealtimes and after using the bathroom. This helps to embed good hygiene habits for their future.

Staff gently encourage children to follow rules, like walking indoors and helping to tidy up. Children listen, and kindly tuck in their chairs when they get up from the table. They eagerly tidy up the resources as they get ready for lunch. As a result, children are learning to respect each other and their environment.

Staff plan a good balance of child-initiated play and adult-led activities linked to the children's interests. Children display an enthusiasm to learn. Staff regularly monitor children's progress and share this information with parents. Children enjoy circle time, where they sit and welcome their peers and discuss the weather. Staff support children to develop their listening skills and confidence when talking in a group. Consequently, all children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning from their various starting points.

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

- The curriculum is challenging and interesting. There is a strong focus on developing children's communication and language. Staff make good use of songs and rhymes to encourage children to use new words. Children happily interact with visitors, sharing their thoughts and ideas. They are imaginative, enjoying making up stories and role playing. As a result, children are well prepared for their future move to school.
- Leaders effectively manage staffing issues by organising agency cover staff. This sees some staff working with children that are not in their normal groups. However, thorough handovers help staff to know the children's needs well. There are times when routine tasks, like nappy changing, mean staffing levels reduce in the room. During these times, some children lack support with their learning, so they do not focus for as long and flit between activities. This has an impact on their attention and behaviour.
- Staff gather valuable information from parents when children start. This supports staff to set accurate starting points and next steps in children's learning. Staff use regular observations and assessments to track children's progress. They quickly identify any gaps in children's knowledge and focus their planning to

support these.

- Children are learning about healthy lifestyles. Staff teach children about balanced diets. Leaders share information with parents about healthy lunch box ideas. Children have access to fresh drinking water that they can pour themselves. They are physically active. They balance on stepping stones and use soft-play equipment. However, opportunities for those children who prefer to learn outdoors are limited. Some children do not access daily outdoor play and fresh air during their time in nursery.
- Staff are attentive to the individual needs of children with SEND. Staff, including agency staff, know the children well. Staff have strong support from the special educational needs coordinator. They work closely with other professionals and make timely referrals so that children get the early and ongoing support they might need.
- Staff feel well supported in their roles. They say their well-being is a priority and the manager is very approachable. The manager observes staff practice and provides constructive feedback. She uses regular supervisions to help identify training needs for staff. Consequently, staff morale is high, and they work well as a team.
- Parents speak positively about the clear lines of communication. They appreciate the reassurance and support that staff provide when children are settling in. Parents say that staff share ideas with them to continue children's learning at home. This helps children to build on their learning and strengthens relationships between home and nursery.

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

- review deployment of staff during routine tasks to help children to stay focused and engaged in learning
- enhance opportunities for those children who learn best outdoors.

Setting details

Unique reference number	2688289
Local authority	Staffordshire
Inspection number	10343267
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	29
Name of registered person	Albert Bear Limited
Registered person unique reference number	2688290
Telephone number	07808552451
Date of previous inspection	Not applicable

Information about this early years setting

Albert Bear Limited registered in 2022 and is located in Newcastle-under-Lyme. The setting employs six members of staff. Of these, all six staff hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday, all year round, from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Rudge

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff 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 setting.
- Parents and carers shared their views of the setting with the inspector.

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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