

Inspection of Bear's House, St Leonards

11 St. Matthews Gardens, St. Leonards-On-Sea TN38 0TS

Inspection date: 20 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 thrive in this welcoming nursery. They settle quickly after arrival and immediately become engrossed in their chosen activities. Staff playfully interact with children and are enthusiastic in their approach. For example, in the baby room, they encourage children to explore play dough and other messy materials. Children attempt to create their own dough and use it to make shapes. Others enjoy the sensory experience of dried oats and lentils in between their fingers. Staff capture children's interests and engage them purposefully in their learning.

Staff have high expectations of all children. When children struggle to manage and understand their emotions, they are supported quickly and effectively. For example, toddlers are encouraged to identify how they are feeling using emotion symbols. Older children are supported to regulate their feelings and to consider the effect of their words and actions on others. Children's behaviour is good because they are engaged and enjoy the activities and experiences on offer. Children learn consideration for others and develop the tools that are needed to play contently, alongside their peers.

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

- Leaders have introduced a strong and ambitious curriculum, which is informed by what they already know about children. They reflected on the learning environment and made significant changes to improve children's opportunities. For example, an outdoor classroom has been introduced in the garden area for older children. Staff have reviewed the important knowledge they want children to learn and the order that they want them to learn it. For example, they ensure that children have the necessary skills they need, before moving on to a new room in the setting.
- Staff use song and rhyme to support children's language development. They enthusiastically join in with actions, which encourages children to do the same. During play activities, babies and toddlers receive interactions that encourage them to practise the back-and-forth of conversation. For example, staff narrate children's play and ask them simple questions about what they are doing. They introduce new words as children play, to further extend their vocabulary.
- Staff provide activities for children to learn about themselves and others. For example, children are encouraged to draw self-portraits. They discuss the features they have that are the same as their peers. This is then shared in group sessions, where children take turns to listen and speak. Children show that they are confident in identifying the similarities and differences between themselves and their friends. They learn from an early age, what makes them special and unique.
- Partnerships with other professionals are good. For example, staff have good

links with teaching staff at local schools. They discuss information to support children's transitions. Where children have any additional needs, staff share key information that will ensure a smooth move to the new setting. Children benefit from a consistent and continuous approach. This helps children to have additional support as they encounter important changes in their lives.

- Staff have access to a range of training courses that support their professional development. Leaders identify training that will help to improve staff knowledge and skills. Staff have access to a range of training courses that support their professional development and take part in regular supervision sessions. However, arrangements for monitoring staff practice and identifying areas where they need more support are not always fully effective. For example, at times there are inconsistencies across the nursery in how staff carry out their roles and responsibilities. Some staff rely on others to complete tasks or wait for direction before attending to children. On occasion, this does not ensure a fully consistent approach throughout the nursery.
- Parents are very complimentary about the nursery. Staff share information with parents during daily handovers, care books, through an online app and during parent's meetings. Parents feel well informed about important aspects of their children's care and education. They comment on the good progress children have made since attending the nursery.
- Children enjoy an annual outing alongside the staff and their peers. For example, they travel to the neighbouring county, to visit a farm housing rare breeds of animals. Children learn about the wider world and how to socialise and behave in unfamiliar places.

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:

- strengthen the arrangements for supporting and closely monitoring staff practice so that roles and responsibilities are carried out consistently across the nursery.

Setting details

Unique reference number	EY535686
Local authority	East Sussex
Inspection number	10352026
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 7
Total number of places	62
Number of children on roll	88
Name of registered person	Early Beginnings Nurseries Limited
Registered person unique reference number	RP532087
Telephone number	07776 238775
Date of previous inspection	13 August 2018

Information about this early years setting

Bear's House, St Leonards registered in 2016. The setting employs thirteen members of childcare staff. Of these, one member of staff has early years teacher status, one has a level 5 qualifications and six have a relevant qualification at level 2 and above. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Williams

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 viewed the provision and discussed the safety and suitability of the premises.
- 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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