

# Inspection of Little Bear's 2 Ltd

14 Seagry Road, LONDON E11 2NG

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Inspection date: 19 June 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### The provision is good

Staff are kind and foster children's sense of belonging well at this inclusive and well-resourced nursery. Staff greet children warmly as they arrive. Children show that they feel at home. They happily separate from their parents as they go into their rooms.

Leaders plan a wide-ranging curriculum that includes meaningful experiences across all areas of children's development. For example, staff support children as they learn about growth and change by feeding the setting's African snails. Children excitedly predict what might happen next as they add bicarbonate of soda and other substances to paint.

Staff have calm dispositions as they interact with children. They pay attention whenever children speak. Children reflect this during their own conversations. They respectfully listen to each other speak at group times.

Staff cuddle and reassure children whenever they need it. This helps children to settle and build secure relationships with staff. Toddlers keep staff in view as they confidently explore. Babies exert their preferences using single words and gestures. Pre-school children independently choose from the wide range of learning opportunities to develop their skills and knowledge.

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

- Staff promote children's school readiness and independence effectively. Children confidently serve their own food portions and scrape their plates at mealtimes. They demonstrate positive attitudes to moving on to their formal education. Children handle scissors and writing tools competently. They excitedly comment, 'I'm going to big school'.
- Staff enable children's good early literacy, communication and language development. Children enjoy listening to staff read stories. They independently choose books to look at. Children have opportunities to engage in immersive story times. This furthers their love of stories. Staff extend children's good vocabulary further during their interactions. For example, staff teach children to use alternative words, such as 'tentacles' and 'gigantic', as they describe the features of living things.
- Staff keenly support children's physical development. They encourage and challenge children to travel across balancing equipment. Babies confidently toddle, push and scuttle as they ride on pedal toys. Older children enjoy digging, filling and scooping sand outdoors. Despite this, at times, staff working with the youngest children do not consistently provide outdoor activities that match babies' individual stages of development. Consequently, not all children have

high-quality outdoor experiences.

- Staff help children to develop positive attitudes to learning. They praise, support and encourage children. Older children concentrate and persevere as they cooperatively build structures from jumbo bricks. Children focus well during their chosen activities, and remain engaged during those led by staff.
- The manager, who is also the special educational needs coordinator (SENCo), effectively supports children with special educational needs and/or disabilities (SEND) and their families. Staff use a visual communication system to support children's understanding of activities and everyday routines. The SENCo ensures that referrals to other professionals are timely. She works together with them to support children's learning and development. Additional funding is used to provide children with small-group interventions for more-individualised learning. This helps all children to progress in their learning.
- Parents appreciate the daily feedback they receive about their children and comment that their children are happy to come to the nursery. They feel they are kept updated about wider developments in the nursery and their children's overall progress. However, parent partnerships are not consistently strong. Not all parents receive the support necessary from staff to understand how they can support their children at home or help them progress towards their next steps.
- Overall, staff have a good understanding of their roles and the provider's intent for children's learning. They feel at ease to contribute ideas, which leaders value. Staff say that leaders show concern for their well-being and keep their workloads manageable.
- Leaders reflect on practice and strive for continuous improvement for children's overall experiences. At the time of the inspection, they had reconfigured the learning environment to create a sensory room. They envisage that this will further enhance children's sensory opportunities and provide a much needed space for quieter, small-group intervention.

## 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 practice of staff working with babies further so that children's outdoor learning experiences consistently reflect their stage of development
- strengthen parent partnership so all parents receive the support necessary to understand how they can support their children's home learning and progress them towards their next steps.

## Setting details

<b>Unique reference number</b>	EY430360
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10348623
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	94
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Little Bears 2 Limited
<b>Registered person unique reference number</b>	RP909668
<b>Telephone number</b>	0208 530 7541
<b>Date of previous inspection</b>	4 April 2019

## Information about this early years setting

Little Bear's 2 Ltd registered in 2011. It is located in Wanstead, in the London Borough of Redbridge. The nursery opens from Monday to Friday, 7.30am to 6.30pm, and operates all year round. There are 25 members of staff, most of whom hold early years qualifications at level 2, 3 and 6. The provider is in receipt of funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Olivia Awolola

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to parents in person and via telephone to gather their views of the nursery.
- The manager and inspector carried out two joint observations of activities with children.
- Staff spoke to the inspector and shared their views.
- The inspector sampled a range of documentation and records.
- Children communicated with the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.

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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