

Bear's House Nursery

11 Holmesdale Gardens, Hastings, East Sussex TN34 1LY



Inspection date	30 July 2019
Previous inspection date	15 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are very happy, settled and secure. They build excellent bonds with staff, who are highly caring and supportive of their individual needs. Children develop positive attitudes towards learning and are willing to give things a go.
- The manager and staff create a highly inclusive setting and cater sensitively to the differing needs of the children and their families. Parents feel very included in their children's learning and experiences. Staff regularly share children's next steps in learning and provide regular feedback and support for further learning at home.
- The manager has introduced thorough and effective systems to monitor and support staff practice. However, these are not yet fully embedded and there is further support needed to raise teaching to an outstanding level.
- The garden is spacious and well resourced, with exciting opportunities for children to explore and discover, as well as engage in physical play and exercise.
- Staff assess children's development accurately and the manager monitors the overall progress of children closely. Together, they quickly identify any gaps in learning. They work very well with local inclusion services to support children with special educational needs and/or disabilities. All children make good progress from their starting points, regardless of their circumstances.
- Staff do not consistently make full use of their questioning to encourage children's good thinking and learning further and provide higher levels of challenge.

What the setting needs to do to improve further

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

- continue to develop and fully embed systems in place to monitor and support staff practice to help raise the quality of teaching to the highest level
- enhance the use of questioning to consistently encourage children's thinking and learning fully and offer even higher levels of challenge to children.

Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of leadership and management is good

The manager is highly experienced and ambitious. She reflects closely on the effectiveness of the nursery and has made many improvements since joining six months ago. Together with her enthusiastic staff, she has recently developed home learning. For example, they have added opportunities for children to take home books for bedtime stories and to use activity bags with challenges to complete with their parents. The manager monitors staff practice closely and supports their professional development very well. She spends plenty of time in the nursery rooms, observing practice and children's experiences, and uses support meetings to identify areas for improvement. Recently, staff attended training on oral hygiene and children now brush their own teeth after lunch, supporting their understanding of healthy lifestyles. Safeguarding is effective. There are strong systems in place. Staff have good knowledge of safeguarding issues and have an up-to-date understanding of how to identify and deal with any child protection concerns.

Quality of teaching, learning and assessment is good

Staff know the children well and plan effectively for their developmental next steps. They provide a stimulating environment indoors and outside that successfully engages and motivates children in learning. Staff support language development successfully across all ages. They encourage interesting conversation with older children, who excitedly talk about their families and recent experiences. Staff commentate on the play of babies, naming what they see and do, and use facial expressions and body language very well to communicate. Staff use stories and songs particularly well during children's play and children of all ages delight in singing songs, joining in with actions and listening intently to their favourite stories.

Personal development, behaviour and welfare are good

Staff support children's healthy lifestyles well and talk to children about the benefits of healthy eating as they enjoy the nutritious home-cooked meals. Children are very active and enjoy regular outdoor play. They develop strong balance and coordination as they complete challenging obstacle courses. They show a good awareness of safety as they carefully climb on tyres and low-level walls. Children are very kind, considerate and sociable and make strong friendships, playing together happily. For example, they work together to make pretend meals in the role-play kitchen, deciding together what to 'cook'.

Outcomes for children are good

Children are inquisitive and quickly gain the skills needed for future learning and school. Children with speech delay and those who speak English as an additional language catch up well with their communication skills. Babies walk from an early age and explore their environment with great confidence. They enjoy cuddles with attentive staff and feel extremely settled and secure. Older children are very creative and show good control over equipment as they paint, draw and make colourful collages. They are curious about different textures and show fascination as they explore and describe natural objects.

Setting details

Unique reference number	EY455180
Local authority	East Sussex
Inspection number	10062836
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	0 - 4
Total number of places	50
Number of children on roll	63
Name of registered person	Early Beginnings Nurseries Limited
Registered person unique reference number	RP532087
Date of previous inspection	15 June 2016
Telephone number	01424465856

Bear's House Nursery registered in 2012 and is located in Hastings, East Sussex. The nursery is open each weekday from 7.30am to 6pm, all year round. There are nine members of staff, all of whom have an appropriate early years qualification at level 3 or level 2. The nursery receives funding for free early years education for children aged two, three and four years.

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