

Inspection of Bear Hugs Day Nursery

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104 Waverley Road, LONDON SE18 7TJ

Inspection date: 12 August 2025

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

Staff provide a warm and friendly welcome to all children as they arrive. Children are happy to attend nursery and demonstrate their close bonds with staff as they enjoy cuddles and settle quickly. Staff also exchange information with parents, which helps them to support children's well-being throughout the day. Children are encouraged to be independent as they take off their shoes and find their name cards.

Staff plan a varied curriculum that follows children's interests and builds on their existing knowledge. For example, children learn about different occupations after showing an interest while watching the refuse collectors. Staff fully engage in children's play and extend their imaginations as they take on the roles of veterinary surgeons. Children learn how to care for different animals and use tools to take temperatures and pretend to give injections. Staff give demonstrations as children practise how to use a bandage and extend their fine motor skills.

Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). They model expected behaviour and give children gentle reminders about the rules. Staff highlight children's achievements and use praise, which raise their self-esteem. Children use good manners and behave well.

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

- Staff focus on children's personal, social and emotional development from the start. An effective key-person system ensures that children settle quickly and build strong attachments. This helps children to feel safe and secure. Staff know children well and use observations and assessments to track children's progress. They complete progress checks and address any gaps in learning swiftly.
- Staff place a high priority on children's communication and language. They actively engage children in conversations and ask meaningful questions. Children are given time to think and answer and have their views listened to. Staff share stories and sing with children. They introduce new vocabulary, encourage children to repeat words and extend their sentences.
- Parents speak highly of the nursery staff and the service they provide. They describe the staff as kind and caring and say that communication is effective. Parents are updated on their child's development and included in their learning. Staff share children's next steps in learning and ideas to continue learning at home. Parents state that their children are making good progress, especially with their language and social skills.
- Leaders and staff embed a culture of diversity and inclusion. The nursery welcomes children from different backgrounds and support those who speak

English as an additional language. Staff plan events to celebrate different cultures and religions, which broaden children's understanding of similarities and differences. Leaders make referrals when needed and work with other professionals to ensure that extra support is provided for children with SEND.

- Children benefit from daily sessions outside to enjoy the fresh air and practise their physical skills. For example, children develop their balance and coordination as they use the slide and learn to ride bikes. Children eat healthy snacks and meals and follow good hygiene routines. Staff teach children about the importance of wearing sun cream and staying hydrated.
- Staff regularly count with children and encourage them to use numbers as they play. However, staff do not introduce other mathematical concepts, such as size, shape or weight, to help children increase their knowledge further.
- Children enjoy a range of planned and child-initiated activities, such as sand and water play. Staff engage and extend children's imaginations as they encourage children to make birthday cakes and develop a car wash for the bicycles. However, during planned activities, staff do not always focus on children's next steps to ensure that all children benefit fully from their learning.
- Leaders follow safer recruitment procedures. This ensures that all staff are suitable to work with children. All staff complete an induction period, receive ongoing supervisions and access further training. This supports staff to understand their roles and responsibilities. Leaders monitor practice, seek views from parents and address previous recommendations. This helps them to evaluate the provision and make further improvements.

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 teaching of mathematics to ensure that all children build on their understanding of different concepts, such as shape, space and measure
- focus more precisely on children's individual next steps during planned activities to fully support their learning.

Setting details

Unique reference number	EY537333
Local authority	Greenwich
Inspection number	10407418
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	36
Number of children on roll	10
Name of registered person	Bear Hugs Day Nursery Limited
Registered person unique reference number	RP537331
Telephone number	02088559975
Date of previous inspection	8 January 2020

Information about this early years setting

Bear Hugs Day Nursery 2 re-registered in 2017. It is located in the London Borough of Greenwich. The nursery operates each weekday from 7.30am to 6.30pm, all year round, except for bank holidays and a week at Christmas. The nursery employs 12 members of staff, 11 of whom work with the children. Of these, three hold qualifications at level 3, and the manager holds a level 6 qualification. The nursery receives funding to provide government funded childcare.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The leader and inspector conducted a learning walk together to discuss the intentions for children's learning.
- The manager and inspector carried out a joint observation of an activity and discussed the impact that this was having on children's learning.
- The inspector spoke to parents, read written reports and took account of their views.
- The inspector held discussions with staff and leaders about safeguarding and how they evaluate their practice.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance and suitability checks.

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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