

Inspection of Little Bear's 3 Ltd

30 Cheering Lane, East Village, LONDON E20 1BD

Inspection date: 14 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children leave their parents and carers excitedly, ready for their fun day ahead. They are greeted warmly by staff who are caring and nurturing towards children and their families. Leaders offer a wide and varied ambitious curriculum which engages and stimulates children to learn. Staff observe children's stages of development and plan according to their individual needs and interests. Children make good progress from their starting points and are well prepared for their eventual move on to school. Children are safe and well behaved and thrive as they develop self-assurance. They play with increasing confidence on their own and with other children.

Staff encourage children to learn about living creatures and to take care of the nursery pet African snail. Children study and observe the snail through a clear container. They cut up small pieces of fruit and vegetables and place them under the supervision of staff into the snail's container. Staff provide outdoor play for all children, including trips out into the local community. Children have lots of opportunities to move freely and explore their surroundings. They climb, run, jump and ride wheeled toys. Young babies are calmed by staff's familiar and friendly faces. Toddlers enjoy action rhymes and older children love shared book reading. This helps to build their language and communication skills.

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

- Parents feel informed and supported by leaders and staff. They receive regular updates via the parents' online app. Parents are invited to attend meetings to discuss their child's progress and next steps in learning. They are invited into the nursery to take part in activities and celebrations. Parents are encouraged to take books home to read to their children. They work with staff to support children through self-care transitions such as potty training. Parents have commented positively on the progress the nursery has made since the last inspection.
- Children with special educational needs and/or disabilities are supported well. Staff identify any additional support that children may need and work well with parents and external agencies to help children progress.
- Leaders and managers effectively support all staff to reach their full potential. They provide supervision and training to help staff develop their professional practice. There have been positive changes to the staff team, which has resulted in a stronger focus on meeting children's needs and a happier working environment for staff.
- Safeguarding is a priority at the nursery. Leaders and staff understand their roles and responsibilities to keep children safe. They know how to identify any risks to children's well-being and follow correct reporting procedures. In addition, staff

carry out daily risk assessments, indoors and outdoors. Leaders follow safer recruitment procedures and ensure the ongoing suitability of staff.

- Staff support, encourage and demonstrate to children during play, which helps support children's learning and development. However, at times, some staff over talk during adult-led activities, which means that children do not have time to observe each other and learn by themselves. In addition, at times, activities are not planned fully with a clear intent for learning so that the impact is achieved fully.
- Staff encourage young babies to pass things from one hand to the other and to gain control of their whole bodies through play. Staff notice when toddlers are ready to begin toilet training and discuss this with their parents. This all helps children to eventually manage their own care needs and to be school ready.
- Children are supported well by staff during the circle time activity. Children enjoy positive group interactions with their friends as they sing songs and listen to stories. This all supports building children's social and language skills.
- Staff provide children with a wide range of resources to help encourage children's mark making. Children use pens and pencils and paints, which builds their small hand muscles, and they understand that print has meaning.
- Children use mathematical language of size and weight in everyday play. For example, staff encourage children to count, add and subtract and play with puzzles, blocks and shapes.

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:

- sharpen staff's knowledge to know when to step back and allow children to observe each other and extend their own learning
- ensure that all staff have a clearer understanding of the intent for learning during adult-led activities.

Setting details

Unique reference number	EY464872
Local authority	Newham
Inspection number	10331744
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	0 to 4
Total number of places	72
Number of children on roll	92
Name of registered person	Little Bear's 3 Limited
Registered person unique reference number	RP909669
Telephone number	0208 534 7701
Date of previous inspection	18 January 2024

Information about this early years setting

Little Bear's 3 Ltd registered in August 2013. It operates from premises within Chobham Academy, The Olympic Park, Stratford, in the London Borough of Newham. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. It receives funding to provide free early education to children aged two, three and four years. Children attend for a variety of sessions. The nursery currently employs 17 members of staff, 11 of whom hold appropriate qualifications at level 2 and higher.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- The inspector discussed any continued 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.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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