

# Bear Hugs Nursery

Addlestone Methodist Church Hall, Addlestone KT15 2AR



<b>Inspection date</b>	18 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider, who is also the manager, has high expectations and a vision she shares equally with her dedicated staff team. She closely monitors the progress of different groups of children. The manager identifies and helps staff to address any gaps in children's learning. All children make good progress including those who receive additional funding.
- The staff team use self-evaluation to accurately identify and make ongoing improvements. For example, they have introduced a 'mud' kitchen and 'bug' hotel in garden play. This offers children further opportunities to explore nature and enjoy being outdoors.
- Partnership with parents is particularly effective. Staff use a range of ideas to help engage parents in their children's care and learning. Parents comment favourably about the nursery and how their children benefit from the good range of experiences on offer.
- Children behave extremely well. They are patient, kind and caring towards each other. Staff are very attentive, calm and listen to children respectfully.
- A highly effective key-person system strongly supports children's emotional well-being. Staff develop trusting and meaningful relationships with children. Children feel safe, secure and confident.
- Children who receive funding and those with English as an additional language are supported exceptionally well. Staff provide children with individually tailored support and develop effective practice with a wide range of professionals. This supports a consistent approach to children's learning and development.
- Staff do not always use the most effective questioning techniques to encourage children to use their developing critical-thinking skills.

## What the setting needs to do to improve further

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

- enhance the use of questioning techniques to encourage children to use their developing critical-thinking skills to build on their learning further.

### Inspection activities

- The inspector viewed written documentation and held discussions with the provider and staff regarding children's progress.
- The inspector discussed the self-evaluation process with the provider.
- The inspector completed a joint observation with the provider.
- The inspection looked at safeguarding procedures, staff suitability and risk assessments.
- The inspector spoke with parents to gain their views.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Robust recruitment processes and ongoing monitoring help to ensure staff are and remain suitable for their role. Staff have a secure understanding of child protection and how to refer any concerns they may have about a child's welfare. Staff are aware of current government guidance and how to identify the possible signs that a child may be at risk of extreme views. Management have professional development plans in place, to identify staff training needs. For example, the special educational needs coordinator attends additional training that helps to ensure appropriate intervention and support is quickly put in place for children. The provider uses additional funding successfully to build on children's interests. For example, following the observations of children, staff have focused on developing outdoor play for those that prefer to play outside. The premises are safe, clean and well maintained.

### Quality of teaching, learning and assessment is good

Staff use children's interests and identified next steps in learning to plan activities and resources within the nursery environment. This results in children being excited and enthusiastic to join in. Staff engage children during play and they show sustained interest in stories, pretend play and messy play. Staff support children's literacy development well. Staff read stories with enthusiasm and good expression and encourage younger children to share their favourite parts of the story. Older children enjoy stories and display good listening and attention skills. They link letters with sounds as they explore words in the storyline. Children learn physical control using a range of tools. For example, they use scissors to snip, make marks with pencils in notebooks and sieve soil. Staff question children on the marks they create and extend this to children's home events. This gives children the confidence to share their home experiences.

### Personal development, behaviour and welfare are outstanding

Children thrive in this highly stimulating nursery environment and display a strong sense of belonging. Staff are particularly sensitive to children's emotional well-being and gather a wealth of information from parents to individually support each child. This helps children settle into nursery routines. Staff display picture labels of resources and routines to support children who are not yet talking and those with English as an additional language. Children confidently select pictures and share with staff to let their needs be known. This creates an extremely inclusive environment where diversity is respected. Staff provide excellent opportunities for children to understand the importance of healthy eating. Children plant and nurture seeds in pots and wellington boots. They learn how to care for tomatoes and strawberries and harvest to eat at snack time.

### Outcomes for children are good

Children are happy, confident and motivated to learn. They make good progress in their development and are well prepared for their future learning and school. Children develop their large physical skills as they dig in soil, play ball games and climb. They use 'bug' sheets to help identify the bugs they discover. Children learn about similarities and difference in many ways. For example, they learn to dance to traditional Nigerian music, taste Romanian cakes and look at photographs about family communities in Estonia.

## Setting details

<b>Unique reference number</b>	EY537058
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10076857
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Fox, Fiona Christine
<b>Registered person unique reference number</b>	RP537057
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07849 657290

Bear Hugs Nursery registered in August 2016. It is located in Addlestone, Surrey. The nursery is open Tuesday to Friday term time only, from 9.15am to 3.15pm. There are seven staff working directly with the children, six of whom hold relevant early years qualification. The provider holds a degree. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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