

Inspection of Gummy Bears

164-166 St Albans Avenue, Ashton-Under-Lyne OL6 8TU

Inspection date:

14 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Leaders have made some improvements since the last inspection. They have successfully addressed the actions that were raised to ensure that children in their care are safe. However, the quality of education remains variable. Leaders know what they want children to learn and experience at the nursery. However, they have not ensured that the curriculum is well-sequenced in its implementation. Staff do not always plan activities that are appropriate to the children's ages and stages of development. For example, they place emphasis on teaching very young children how to learn the letters of the alphabet. Furthermore, sometimes, interactions lack focus. This does not support children to make consistently good progress.

Staff provide a well-resourced environment indoors, which considers children's interests. Children show an interest in some of the activities that are provided. For example, they splash in water and explore pom-poms and glue as they make craft creations. However, at times, when children begin exploring activities in their own way, staff are overly directive and do not allow children the time to explore and express themselves. This limits children's engagement in some activities.

Staff and children have developed strong bonds. Babies smile as they see their key worker arrive. Staff are calm and support children to label their emotions. Children play well together and lots of laughter can be heard. Older children invite each other into their play. They ask each other for help to carry heavy objects, such as the building bricks. Children confidently show each other their dance moves and ask staff to take photos of their creations throughout the day to share with their families. Children are settled and show great confidence in the care of the adults who know them well.

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

- Since the last inspection, leaders have ensured that the premises are fit for purpose and suitable for the children. Staff are clear about how to exit safely in an emergency. They check that the fire exits are clear from obstruction frequently. Staff are clear on how to identify and remove risks to keep children safe.
- Leaders have devised new coaching and supervision systems. They are passionate about wanting to support staff to develop their skills and knowledge over time and to address the weaknesses in the quality of education. However, leaders are currently working directly with children due to recent staffing changes. Although leaders have provided staff with some training, there has been minimal opportunity for them to monitor staff practice or the implementation of the curriculum. This results in inconsistencies throughout the nursery.

- Staff provide opportunities to support children's communication and language skills. They use clear language as they name items and provide opportunities for children to sing to familiar songs. Even the youngest children attempt to join in with some words and older children scream with excitement as they sing about a crocodile. However, at other times of the day, staff focus on supervising the children rather than engaging in these high-quality interactions consistently.
- Staff support children's understanding of healthy lifestyles. They are good role models, who discuss the importance of handwashing and drinking water. Children are provided with healthy meals. Some staff use mealtimes as an opportunity to talk about the impact of healthy food on our bodies. Children talk about the ingredients and discuss how they are becoming stronger.
- Leaders place high importance on supporting children's independence. All children attempt to feed themselves with increasing skill. Older children serve their own food and scrape their plates when they have finished. Children wipe their own faces when they have eaten and shout proudly when they put on their own coats, 'I did it!' These experiences help to support each child's confidence and self-esteem.
- Partnerships with parents and other agencies are strong. Parents are included and informed about their child's day and their learning and achievements. Leaders have developed strong relationships with other settings where children attend and other agencies who support children. These links help to support consistency for children's learning.
- Leaders are passionate about providing positive outcomes for children with special educational needs and/or disabilities (SEND). Leaders have implemented effective assessment procedures and identify when children may benefit from extra help in their learning. They demonstrate a clear understanding of children's individual learning plans. However, at times, some staff do not use their interactions to help extend children's individual next steps.
- The curriculum for mathematics is implemented well. Staff are clear how to support children's mathematical skills throughout the nursery. Staff count as they play alongside the children. Babies repeat numbers they hear in interactions and songs. As older children gather bricks, leaders encourage them to consider the size of their buildings. Children use mathematical language in their play confidently as they describe shape and size.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
implement a well-sequenced curriculum that meets all children's individual needs	12/12/2024
improve staff supervision to target the coaching and mentoring needed to help improve their knowledge of the curriculum and to raise the quality of education.	12/12/2024

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

- improve the quality of staff interaction with children so they are consistently effective in supporting and extending children's play and learning.

Setting details

Unique reference number	2710221
Local authority	Tameside
Inspection number	10357499
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 6
Total number of places	68
Number of children on roll	38
Name of registered person	Gummy Bears Nursery Ltd
Registered person unique reference number	RP903392
Telephone number	07592039949
Date of previous inspection	20 May 2024

Information about this early years setting

Gummy Bears registered in 2022 and is located in Ashton-under-Lyne, Tameside. The setting employs five members of staff, of whom one holds an appropriate early years qualification at level 6 and four at level 3. The setting opens Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays and Christmas. The setting offers government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Rebecca Weston

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector held discussions with the manager to assess the effectiveness of leadership and management.
- The manager and the inspector carried out an observation together of a group activity.
- The manager provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.
- Leaders spoke to the inspector about how they support children with SEND.
- The inspector considered the comments and views provided by staff and a local authority advisor.

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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