

Inspection of Bear's House Nursery

11 Holmesdale Gardens, Hastings, East Sussex TN34 1LY

Inspection date:

28 January 2025

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

Good

What is it like to attend this early years setting?

The provision requires improvement

The provider does not ensure that staff consistently deliver an ambitious curriculum that meets the needs of all children, including those with special educational needs and/or disabilities (SEND). At times, activities lack a clear intention and sometimes do not reflect the age group they are intended for. Consequently, while children make some gains in their learning, this is not rapid enough to ensure they gain the skills needed for their move on to the next stage in their education.

Despite variations in planning and staff support for children's learning, children are generally settled and enjoy their play. Children follow their own ideas well, with younger children completing jigsaw puzzles with great skill and older children making good attempts at writing their names. Babies explore sensory play activities with curiosity and interest. However, at times, staff do not plan activities that accurately reflect what children already know and can do and what they need to learn next. At these times, children do not engage, or they lose interest, because activities offer too little, or too much, challenge. For example, babies and young children are not developmentally ready to identify their name from laminated cards shown to them during group time.

Staff promote children's understanding of the golden rules for behaviour. Children enjoy the company of their friends and generally play well alongside each other. Older children act as mentors to new children. They show kindness and care for their friends as they pour younger children drinks of water at lunchtime. However, at times, staff provide inconsistent messages to children when disagreements occur. For example, they move young children away from the situation without explanation. This does not help children understand how to regulate their behaviour on their own.

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

- The provider does not have clear oversight of the quality of the provision overall. Leaders do not accurately identify all priorities for further improvement. They do not place a robust focus on identifying and monitoring the experiences of children who require additional support to catch up in their learning. However, staff understand and fulfil their safeguarding responsibilities well. They act swiftly on any concerns they have about children, as required. Staff report favourably on workload and support for their well-being.
- The provider ensures suitable risk assessments are in place, including for any short-term renovations to the nursery premises. However, they have failed to notify Ofsted of the reduction of space available while this remedial work is underway. Although the impact on children's safety is minimal overall, staff have not planned well for children's learning at this time. For example, large resources

are placed in the centre of the smaller space. At times, this restricts children's movement between activities and impacts on children's enjoyment overall.

- Staff supervision and support are not sufficiently focused on addressing weaker aspects of staff practice. Leaders do not have an accurate awareness of gaps in staff knowledge. As a result of this, curriculum planning and delivery are not fully successful. For example, there is limited focus on children who show a delay in their communication skills. Staff do not present information to children in a clear or sequenced way so that children can effectively make links with what they already know. The lack of good-quality support for all children means that some children lack confidence and do not have their voice heard.
- Although weaknesses exist in some aspects of the curriculum, staff are effective in supporting children to develop a love of reading and literacy. Children show good recall for favourite stories. Staff suitably support children's emerging communication, as they sing with babies and promote new vocabulary. Young children join in with action songs with enthusiasm.
- All children show enjoyment when they play outside. The inconsistencies in the curriculum mean that some activities are less effective than intended. However, older children show determination as they jump across stepping stones and take care to balance along the wooden planks of an obstacle course. Younger children enjoy exploring colourful balls and make good attempts at throwing and catching.
- Staff adequately promote children's personal development. Children enjoy nutritious meals and snacks that reflect their dietary needs and stages of weaning, as appropriate. Staff have suitable regard for the organisation of mealtimes. For example, they encourage older children to use cutlery and encourage them to pour their own drinks. Staff ensure appropriate levels of supervision, including at mealtimes and when children play outdoors. They support children to learn about the diverse community they live in, through interesting topic work, such as comparing the different homes children live in.
- Children's emotional well-being is promoted reasonably well. Babies benefit from familiar staff who are on hand to provide reassurance, or a cuddle, as needed. Staff use the information they gather from parents to support new children to settle into nursery life. For example, staff reference words from children's home languages, which helps older children understand the daily routine. However, due to weaknesses in the curriculum, there are fewer opportunities for children to develop their resilience or confidence to overcome challenges.
- Links with parents and professionals are suitably established. Parents are given useful information on their child's day at nursery, including ideas on how to support learning further at home. For example, parents loan interesting resource bags where they take part in cooking or craft activities at home.

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
support staff to plan and deliver a coherent curriculum that is sequenced and understood so that teaching is consistent and builds on what children know and can do	06/05/2025
improve the arrangements for supporting children with SEND that includes working in partnership with other professionals so that timely assessment and referrals are made, and effective support is put in place as.	06/05/2025

Setting details

Unique reference number	EY455180
Local authority	East Sussex
Inspection number	10371094
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 at time of inspection	0 to 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
Telephone number	01424465856
Date of previous inspection	30 July 2019

Information about this early years setting

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 provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspectors

Melissa Cox
Sarah Taylor-Smith

Inspection activities

- The manager, provider and inspectors completed a learning walk together of all areas of the nursery and discussed how staff implement the curriculum.
- The inspectors observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff at appropriate times throughout the inspection.
- The inspector and manager carried out a joint observation of lunchtime and outdoor play.
- The inspectors held a meeting with the provider and manager. They reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspectors.

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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