

Learning Bears Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Learning Bears Pre-school re-registered under new management in 2008 and is privately owned. It operates from one main room in the Methodist church hall in the village of Sawtry, Cambridgeshire. A ramp to the main entrance means that the premises are accessible. Children have access to a fully enclosed outdoor play area.

The setting receives funding for early education. It is open during term-time only and sessions are from 09:00 to 11:30 on Monday, Wednesday, Thursday and Friday. On Thursdays an optional lunch club is offered from 11:30 to 12:20 and an afternoon session from 12:20 to 14:50. The setting is registered on the Early Years Register to provide 26 places and there are currently 17 children attending who are within this age group. Most of the children live locally and a small number attend other settings such as childminders.

There are four staff members, three of whom hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall, the setting makes satisfactory provision for children in the Early Years Foundation Stage. Key strengths are the thorough assessments of children, which directly influence the activity planning and ensure that children are offered appropriate activities to promote their development. Staff build secure relationships with children, offering them support so that they are included in the activities and daily routines. The manager works with staff to identify the setting's strengths and weaknesses, formulating clear plans to continue improving daily practice and therefore ensure that children are offered positive experiences.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide further opportunities for children to choose their activities and express themselves in these, exploring and encouraging their natural inquisitiveness
- develop further the risk assessment procedures so that these clearly show action taken and review dates
- develop further the provision for outdoor play on a daily basis.

The leadership and management of the early years provision

The manager provides clear guidance and support to staff. There are suitable procedures to support the efficient running of the setting, thus ensuring that children are offered a secure environment. Sound policies relating to safeguarding children ensure that they are protected. For example, there are robust procedures

for checking that all staff are suitable to work with children. Staff carry out daily safety checks and have completed a risk assessment of the setting. However, children's safety is not fully promoted as the risk assessment does not contain information about action taken and review dates.

There are effective procedures for evaluating daily practice and monitoring the impact of changes. The manager maintains a positive approach to feedback and a very genuine desire to continue to improve the outcomes for children. She passes on her enthusiasm to staff and they work together to address identified weaknesses and continue to improve the setting. Examples of recent improvements include the provision of accessible storage for resources, meaning that children are able to make choices about their play. There are clear plans for the continuing improvement of the whole setting to offer children further opportunities. However, children's development is not fully promoted because the opportunities for outdoor play are not consistently optimised.

The setting works appropriately with parents and carers, keeping them informed of children's activities and progress. There are effective procedures for obtaining information from parents about children's abilities and preferences. This information is used to inform assessments and planning. Initial links have been made with others providing care for the children attending, helping to ensure that their daily care is consistent and their overall development is promoted.

The quality and standards of the early years provision

Children are offered a variety of activities and opportunities that enable them to make effective progress across all areas of learning and development. Staff are able to respond to children's individual developmental needs because the planning is flexible and is linked to the clear observations and assessments of the children. Further checking procedures and an individual action plan for each child ensure that their current needs are clearly recorded and are included in the overall planning for the setting.

Staff support children and mainly encourage them to extend their play and think further. For example, children have time to explore a doll's house and are joined by a staff member who encourages them to talk about the play figures and discuss where the items of furniture go. This support and encouragement helps children to feel confident to express their ideas and to explore further. However, this is not fully promoted as the daily routine does not consistently provide opportunities to encourage children's natural inquisitiveness and enable them to fully express themselves within the activities.

The provision of accessible resources and displays mean that the environment is stimulating. For example, the photographic prompts displayed in the different play areas act as inspiration to children and help encourage them to think about additional resources to extend their play. Children have good relationships with staff and with each other, often working together and sharing their ideas. For example, children in the home corner share their ideas to create a role play scenario, discussing the various roles and sharing the resources.

Children are offered suitable opportunities to promote their understanding of the uses of information and communication technology. For example, they choose programmes on the computer and print out their finished work. They are gaining a particularly good understanding of healthy lifestyles and practices. They understand why they need to wash the germs off their hands before eating snacks or lunch and discuss why it is important to include fresh fruit, vegetables and water in their daily diet. They have opportunities to explore and practise a range of physical skills and movements and note the effects of exercise on their body as they notice their increased heart rates after exercise.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.