

# Bears Den Pre-School

Inspection report for early years provision

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**Unique reference number**

EY381013

**Inspection date**

26/03/2009

**Inspector**

Mary Anne Henderson

**Setting address**

Ministry of Defence, Donnington, TELFORD, Shropshire,  
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Bears Den Pre-School originally opened in 1994 and newly registered in 2008. The pre-school is located within the Ministry of Defence base at Donnington in Telford and serves the local areas. There is an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. There are currently 47 children from two to five years on roll. Children attend for a variety of sessions. The pre-school supports children with special needs and those children who speak English as an additional language. The pre-school opens five days a week during school term time from 09.00 to 13.00 and includes a lunch club.

Eleven members of staff work with the children. Of these, over half have early years qualifications to NVQ Level 2 or 3. The pre-school receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall, the provision is good. The staff foster positive relationships with parents, carers and other providers of the Early Years Foundation Stage (EYFS) to ensure inclusion and that the individual needs of every child are met. The indoor and outdoor areas provide a good range of opportunities for children to learn and develop. The pre-school shows a sound commitment to improving the provision for all children on an ongoing basis. There are systems in place to monitor and evaluate the provision and the capacity to make further improvement is sound.

## **What steps need to be taken to improve provision further?**

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

- encourage children's interest in Information Communication Technology further by providing a range of programmable toys
- develop the self-evaluation process ensuring this includes strengths and all areas for further improvement.

## **The leadership and management of the early years provision**

The leadership and management of the pre-school is good. Staff liaise closely with parents and carers to identify and meet the needs of all children. They also liaise with other providers of the Early Years Foundation Stage (EYFS) which promotes inclusion. There are positive relationships between the staff and management, who work well together to ensure children have a positive experience at the pre-school. There are systems in place to monitor and evaluate the quality of the provision. The systems include input from the parents, children and staff. However, the systems do not yet outline strengths and all areas for further improvement. The capacity to make further improvement on an ongoing basis is strong.

Staff ensure the children's safety and welfare at all times. The risk assessment procedure includes areas, equipment and toys. The procedures also include all outings involving the children. The children are well protected because staff undertake safeguarding training and are aware of the procedures to be followed.

The partnerships with parents are strong. Parents have free access to their child's learning and development files which provide parents with information about children's observations and their ongoing progression. This is further supported through daily exchange between the parents and the child's key worker. Parents also have free access to the setting's policies and procedures at all times.

## **The quality and standards of the early years provision**

Children find out about their environment, identifying features and noticing the natural world. They enjoy planting potatoes and bulbs and watching them grow over time. They also like to collect leaves to look at and when the weather changes they like to play in the snow. The children find out about different animals through visitors to the pre-school. For example, they enjoy finding out about small animals, insects and snakes. Children also enjoy watching tadpoles as they grow and develop.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. This is because they have healthy snacks and discuss which foods are good or not so good for their health during meal times and during activities and stories. They also talk about why they need to wash their hands after visiting the toilet. The children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy using a range of small and large equipment during outdoor play times. For example, they are becoming competent at climbing and balancing and they like to ride round on their scooters and trikes. Children talk about the benefits of physical activity on their bodies as they play outdoors. The children are reminded about taking care whilst using the slide, taking it in turns and ensuring they do not run in front of other children as they play. Children also learn about personal safety as they use the road layout resources in the outdoor areas to talk about and practice how to cross the road safely. Children practice the fire evacuation with the staff, further promoting their understanding of personal safety. During story time and discussions at meal times, staff talk to the children about the importance of wearing seat belts in the car, staying near their parents while at the park and also why they need to put their football in a bag when they walk near roads.

Children are beginning to use technology and use Information Communication Technology to support their learning. They enjoy using the computer. Younger children are supported by the staff to achieve. The children enjoy using a range of interesting and challenging programmes that extend their problem solving skills such as what's missing in the picture, addition and subtraction and shape recognition. Children are also learning about numbers and letters of the alphabet as they use the computer competently. Children do not have access to a range of programmable toys, thereby possibly compromising this area of their learning.

The children enjoy looking through books as they sit in the quiet area. They play in areas that are well defined and rich in print, which includes labelled boxes that are low reach to encourage their independence during child-initiated play times.

Children find their own name during registration time and they write their own name on the white board as the helper of the day. They enjoy a good range of activities that promote their writing skills. This includes scribbling on pads during office role play and then having a go at writing their own name on their work. Children also like to colour in pictures, follow the wavy lines on print outs and overwrite their name using tracing paper thereby furthering their pencil control skills.

Children are beginning to form good relationships with their peers and the adults around them. They enjoy imaginary play with their peers saying 'nobody wants a temperature' as they sit together in the doctors role play area. The staff join in with children's creative play using open ended questions to extend and consolidate their learning. For example, adults ask children what they are painting to encourage children's language. Children say 'I'm painting a ship' and 'look, this makes orange' as they mix the paints on the paper. The children are well behaved and have high regard for one another and the adults working with them. A broad range of children's art work and photographs are displayed in the play areas. This raises children's self-esteem and fosters their sense of belonging.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They enjoy playing with a good range of resources that positively reflect diversity, including dolls, dressing-up clothes and books. Resources also reflect positive images of people with disabilities. Children find out about festivals through arts and crafts. They make three dimensional dragons during Chinese New Year and they make lamps during Diwali. They also taste foods from home and around the world, including noodles, exotic fruits and pancakes on Shrove Tuesday. The children then pinpoint areas on the map where the foods come from. Children extend their understanding about people with different needs as they enjoy practicing sign language with each other and the adults.

## 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

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

### Leadership and management

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

### Quality and standards

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

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 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.