

Little Bears Pre-School

Inspection report for early years provision

Unique reference number EY357840
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Inspector Robert Jones

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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 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

Little Bears Pre-school was registered in 2001. It operates from a self-contained mobile classroom on the grounds of Roseberry Primary School in Great Ayton. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 20 children. There is access to outside play adjacent to the pre-school. There are currently 25 children on roll, aged from two to under five years, who attend for a variety of sessions and days. Of these there are 18 in receipt of nursery education funding. The pre-school is open from Monday to Friday 09.00 to 11.30 and Tuesdays and Wednesdays from 12.30 to 15.00 in term time only. There are currently three staff who work with the children; more than half have appropriate qualifications for assistants. The pre-school is a member of Playgroup Network. The setting has systems in place to support children with learning difficulties/and or disabilities and children who speak English as an additional language, although none currently attend.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The manager and staff are implementing the requirements of the Early Years Foundation Stage well and have good knowledge of the emotional and learning needs of this age group. Parents are very supportive and speak warmly of the setting. 'My son has improved enormously in confidence' is a typical comment made from them. Good provision ensures children develop well, even outstandingly, in their learning. However, there is scope to develop the setting's self-evaluation and activity planning further to help children make links between different areas of their learning. Since the last inspection, good developments in assessment procedures and in improving resources demonstrates a good capacity to improve further. All children, including those with learning difficulties and/or disabilities thrive in this warm, inclusive environment.

What steps need to be taken to improve provision further?

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

- improve the quality of self-evaluation so it focuses on outcomes for children rather than provision
- organise the curriculum so that children are better able to make links between the different areas of learning.

The leadership and management of the early years provision

Since the last inspection, the setting has developed provision effectively and has implemented the requirements of the Early Years Foundation Stage well. Through its association with the local Playgroup Network, staff receive prompt attention to their training needs and are able to share good practice with other local providers.

Meticulous records of children's progress are kept and all staff contribute to assessments. Policies and procedures are clearly set out and are regularly reviewed. Good procedures are in place to ensure the safeguarding and general welfare of children are good. As a result, children feel safe and secure and enjoy their time in the setting. Suitable checks on staff are carried out and up to date records are maintained. Self-evaluation is satisfactory and tends to lack the sharpness required to pinpoint precisely what is needed to improve outcomes for children.

Every child has a key worker who liaises directly with parents. Parents are well informed of their children's progress and are involved in the rigorous new system of assessment which has been introduced. Parents are very positive about the setting, describing it as 'warm and caring.' Staff are well deployed to ensure children receive prompt attention to their needs. Good and inclusive plans are in place to ensure children develop in their learning. Currently, the curriculum is not sufficiently organised so that all children are better able to make links between different areas of learning. Resources are well organised and the setting runs very smoothly on a day to day basis.

The quality and standards of the early years provision

Children make good progress during their time in the setting, particularly in the areas of personal, social and emotional development and communication. Adults constantly ask children questions, which builds up their speaking and listening skills well. Routines are well established and respected by children. The bright, stimulating environment ensures that children's attitudes to learning are good. High staffing ratios ensure that pupils receive very prompt attention to their needs and are observed and assessed on an ongoing basis. All children, even the youngest are able to identify their names written on coat pegs and labels. The outdoor area is much improved and has a good range of activities to extend learning. Children had recently planted chillies and sunflowers while learning about Spring and new growth. Staff ensure learning is appropriate to all children's abilities and promptly provide extra challenge when needed. There are ample opportunities for children to make their own choices of activity. Adults ensure there are always opportunities for children to learn basic skills through play. For example, children learned about credit cards, money and fruit names through a role play in a greengrocer's shop.

The welfare of children is given very high priority. For example, any risk of the spread of illness is discussed with parents promptly. There is a clearly displayed fire plan and regular fire drills ensure children know what to do in the case of an emergency. Locks on all doors ensure the building remains secure. Children demonstrate how to keep safe, for example, by not running inside and sitting down to eat. Children show an outstanding understanding of how to stay fit and healthy. Girls and boys energetically play football, run and use wheeled toys in the large grassed area and adventure playground. At snack time, they talk enthusiastically about how grapes are 'really good for you' while they make their own healthy sandwiches. In the bathroom, children know how to follow good hygiene practices and in the indoor area they show good responsibility by

sweeping and tidying up after themselves. All children, including those who have only been attending the setting for a short time, display good attitudes to each other by saying 'please' and 'thank you' and by happily sharing play equipment.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met