

# Climbing Bears

Inspection report for early years provision

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**Unique reference number** 113439  
**Inspection date** 30/06/2009  
**Inspector** Victoria Turner

**Setting address** School Field, Newpound Lane, Wisborough Green,  
Billingshurst, West Sussex, RH14 0EE  
**Telephone number** 01403 701027  
**Email** info@climbingbears.org  
**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

Climbing Bears Pre-School opened in 1970. It operates from two rooms in a mobile classroom within the grounds of Wisborough Green Primary School, Billingshurst, West Sussex. Climbing Bears serves the local community. There are currently 35 children from two to four on roll. This includes 30 funded three and four year olds and five children currently unfunded. Children attend a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities and those who have English as an additional language. The group opens five days a week from 9:00 hours to 13:00 hours during term time. Eight part-time staff work with the children. Every member of staff has a National Vocational Qualification at level three as a minimum qualification and a paediatric first aid certificate. In addition, the manager has a Bachelor of Arts in Early Years and has completed Early Years Professional Status. The setting has strong links with the primary school and is part of the 'Weald Family Group' of pre-schools and schools. It also receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP). The setting is registered on the Early Years Register and both the voluntary and compulsory part of the Childcare Register. There are two disabled ramps. A disabled toilet and a shower room will be included in the new building which has been approved by the county planners.

## Overall effectiveness of the early years provision

Overall, the quality of provision is outstanding. This is a very inclusive setting which enables all children to make good progress. Excellent partnership with parents, the school and external agencies is a key strength in ensuring that the learning and welfare needs of the children are very well met. The on-going self-evaluation by the team, means that priorities for improvements are promptly identified resulting in better outcomes for the children. The capacity for continuous improvement is good.

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

To further improve the high quality early years provision the registered person should consider:

- access external training to further enhance children's learning and development

## The leadership and management of the early years provision

The manager is enthusiastic and leads a hard working, well motivated and passionate team of practitioners whose ethos is that 'children are cared for, and respected by developing their interests and ideas in a safe, child centred environment.' The manager is committed to improving the knowledge and skills of all team members. They continuously reflect on their practice through regular

meetings and in-house training days. However, accessing other training has proved difficult, as some courses they were booked on, were cancelled. The manager has a thorough understanding of the strengths of the setting and has identified priorities for improvement through the on-going self-evaluation process and the Early Childhood Environment Rating System. These include Health and Safety training, in-house training on Healthy Eating involving parents and an extension of opening hours to one afternoon a week, starting in January 2010. All recommendations from the last inspection have been addressed.

The setting has excellent links with the primary school, and works exceptionally well with parents and extended services such as the First Team, to ensure that children get the best support for their care, learning and development. Parents say that the staff are 'fantastic', 'the kids are happy and they are safe' and the children are 'definitely ready to go in September'. A very effective transition plan in conjunction with the primary school, means that the children are well prepared for their transition. This includes visits to the Reception class, the reception teacher visiting the nursery, a 'buddies' system and 'An Introduction to School' big book of photographs of places around the school with captions. For example, 'These doors go to the toilets. There is one for boys and one for girls. We still have to wash our hands after going to the toilet'. 'This is my peg'. 'This is where my bag lives.'

A wide range of good quality policies and procedures that meet government guidelines ensure that the procedures for safeguarding children and their welfare arrangements are outstanding. All visitors to the setting are signed in and are presented with the confidentiality policy. Risk assessments and daily health checks ensure that children play and learn in a safe environment. The children are well supervised at all times because of the good staff to children ratio.

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

A stimulating, vibrant and well resourced learning environment means that children are keen to learn and interested to discover things for themselves. They engage in active learning both indoors and outdoors and are confident, happy and curious about everything around them. For example, they count the cows grazing in the field nearby and wonder whether the cows have names. Well established routines help the children to feel secure, become independent and know what is expected. They know it is 'tidy up time' when they hear the music. This is a team effort which is carried out swiftly as they know exactly where everything goes. On noticing that the inspector was still writing when they had finished tidying up, a child approached the inspector and said 'tidy up time!' as a reminder to put everything away.

Planning for all areas of learning is detailed but flexible, allowing for children to follow their own interests. Effective implementation of the Early Years Foundation Stage and thorough observations and assessments by the key workers, ensure that individual children's learning and development needs are fully met. Learning journals show photographic evidence, detailed observations and assessment of children's progress towards the early learning goals. These are shared with parents. The outdoor area is well resourced and is used very well, with a good

balance of child led and adult initiated activities.

Children learn about healthy eating during snack time. They make choices between milk or water and apples, grapes and cucumber. They are encouraged to have a drink throughout the day and wear their sun hats before going out to play. They are taught to wash their hands before food and after using the toilets. The older children help teach the younger ones the 'mantra' of 'Fronts and backs and in between', used to demonstrate how to wash their hands. Children's personal, social and emotional development is fostered particularly well. Good behaviour is encouraged, so children play safely and behaviour is exceptionally good. They learn about healthy bodies through physical education sessions. They learn about road safety through role play and take part in fire evacuation procedures.

Children's ideas and interests are valued by the staff and achievements are celebrated. Children are proud of their work on display. The well planned environment enables children to explore and experiment in their play with the support and encouragement of the highly trained team of practitioners. Children thoroughly enjoy their time at the setting and are encouraged to give their opinions about the activities. They develop skills for the future as they play number games on the computer and take their own photos using a digital camera. Children develop their language skills as they listen attentively to a story about 'Sports Day' in the shade outside. They are keen to try out some of the races in the story in preparation for their own sports day. The use of puppets and imaginative play also contribute effectively to their language development.

## 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>	1
How well does the provision promote inclusive practice?	1
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>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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