

Benger Bears

Inspection report for early years provision

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Inspector Susan Esther Harvey

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Bengier Bears Pre-school opened in 1978 and operates from Sutton Bengier village hall. Children have access to an enclosed outdoor play area. The pre-school is open Monday, Tuesday, Thursday and Friday from 9.00am to 3.00pm and children may attend the lunch club on each day if they wish. The pre-school is open term time only.

The pre-school is registered on the Early Years Register and a maximum of 24 children may attend at any one time. There are currently 22 children from two to under five on roll, some in part-time places. The pre-school can support children with special educational needs and/or disabilities.

There are currently six members of staff; of these, five work directly with the children and all hold early years qualifications to at least National Vocational Qualification at level 2 and level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by qualified and experienced staff. They know the children well and are inclusive in their practice. Children are well supported and helped to make very good progress in their learning. There is a strong partnership with parents and others involved with the children's learning which has a significant effect in keeping the staff informed of children's individual needs. There is a wide selection of quality toys and resources for children to use, which has an impact on their learning through play. The staff and parent committee work closely together in this intimate village pre-school and a firm commitment to regularly improve outcomes for children through self-evaluation and an effective early learning scheme, is of great benefit to the children.

What steps need to be taken to improve provision further?

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

- enable children to link the meaning of words to pictures so that they begin to be aware of the way stories are structured
- enable children to further develop the skill of listening while taking part in large circle activities and without distraction at the end of the session.

The effectiveness of leadership and management of the early years provision

Staff members and the parent committee have a clear commitment and full understanding of the need to safeguard children. This is well managed through regular updating of information about the latest legislation, reviewing documents

regularly and attending training. There are firm arrangements in place in order to keep children safe. The committee and staff ensure that children are cared for by people who are suitable to work with children through a clear vetting procedure. Every effort is taken by staff to ensure that the building is secure as well as helping children learn how to keep themselves safe. A detailed risk assessment and record is regularly maintained in order to ensure the safety of children inside, outside and on outings, which include walks around the countryside and village.

A system for recording assessments and observations is well documented and highly effective, giving staff a clear picture of the next steps in the children's development. The detailed planning includes children's ideas and interests as well as staff initiated contributions to the children's learning. Staff have a firm understanding of the early learning goals and are continuously developing their knowledge and how this fits in with the Early Years Foundation Stage framework. As a result, children are gaining from the commitment by staff to improve outcomes for their individual learning and development needs. Children are constantly choosing from the wide range of resources both indoors and outside which are available to them; they join together to play in teams and to share toys. Children are provided with a wealth of stimulating posters and pictures displayed around the room in order to add to their learning. For example, their favourite poster is a map of the world which they refer to regularly when looking for information about a particular country; for example, they know where Italy is 'because it is shaped like a boot'. Parents are willing to give their time in order to be part of a daily rota in which they are members of the team helping children to learn. An example of this is talking to children about the Italian Christmas tradition, they listen and look in wonder at figures of the nativity as the custom is explained and figures are shown.

Equality and diversity is promoted very well through the good selection of quality toys and resources, as well as through multicultural festivals which are part of the children's planned activities. There is regular input from parents who speak a range of languages such as Italian and Polish. This multinational range of language provides children with a rich means of hearing other forms of speech. This has meant that children are confident in responding to 'good morning' in their own choice of language. Also, children learn to 'sign' at an early age in order to understand how they can communicate in other ways.

There is a strong partnership between staff, parents and others involved with the children's care and learning. This includes childminders who take part in joint activities and the local primary school who invite the pre-school children to watch their Christmas play. The close contact between childminders, nurseries and other pre-schools that children attend, enables them to develop a sense of belonging in whichever setting they are in. As a result, children are confident, independent and secure in their learning.

Staff and the parent committee take time to regularly evaluate their practice and identify any areas for improvement. This includes identifying the need to protect children from the sun during the summer; this meant applying to various places for funding in order to purchase gazebos. Also, an aim to increase children's knowledge of wildlife included the use of an interested expert parent volunteer,

willing to help bring first hand experiences of nature to the children. The pre-school is part of an effective early learning project to which all are invited to contribute with their views. The recommendations from the last inspection have been addressed. As a result, there has been continuous improvement since the last inspection to the benefit of the children.

The quality and standards of the early years provision and outcomes for children

Children are cared for in a large hall which is adapted to their needs. This includes the introduction of large cushions and rugs on which children can sit and play in comfort, as well as small chairs and tables on which they can play. Children's health is highly promoted. They learn how to prevent the spread of infection through the consistent reminders by staff about washing their hands and being shown how to use tissues properly as well as appropriate disposal in a bin. Children enjoy their snack time which has healthy and nutritious options. They take it in turns to prepare the snack and lay the table for the others; this includes a colourful cloth and flowers. In small groups they sit at a table eating appropriately, making conversation with staff and each other. They independently pour their own water or milk and are able to access drinking water easily whenever they wish. As a result, children are learning good social skills and identifying their own needs.

Children are keen to play outside throughout the session, where a pair can ride on bikes with two seats, scoot around, kick a ball or be creative. For example, through their own initiative, children spend time making a car run from plastic drain pipes which are rested on top of a fence and work out how many pieces are needed to increase the length and how fast the cars will travel down the pipe. They are fascinated on discovering a worm on the ground, then using a magnifying glass to look in wonder at the shape and size of the creature. Through the staff members' encouragement, children are independent and confidently move around the setting. They know what they want to do and how to contribute to their learning by the choices they make. An example of this is that staff have made a large photograph album of all the toys and resources in the store cupboard. Children know this is available and regularly sit and choose a table or floor activity, not only for themselves, but also so that others may join in their play. Children love stories and songs; they enthusiastically sing together and remember all the words to their Christmas play. But they have limited opportunity to link the meaning of words to pictures, for example, showing what is in the storage drawers or the way stories are structured.

Children use safe and secure environments both inside and out. The village hall is set amongst wide open fields. Staff take advantage of the space giving children the experience of freely running around, going on nature walks and teaming up with local childminders to go on a 'harvest' walk as they rustle among a maize field. Children are taught how to keep themselves safe. They are aware of appropriate use of the hall, walking at all times and learning to tidy away toys after use. Regular practice of emergency evacuation drills help children to understand the need to stop and listen when instructed and to take appropriate action so that all are able to leave the building safely and efficiently when needed. Children's

behaviour is good, they are confident in knowing the effect their behaviour has on others. However, children's listening skills in large group activities need developing further and due to the need to clear the hall ready for the next user group, children are often distracted by staff putting away toys and equipment, which hampers their concentration.

Staff acknowledge children's achievements and take many digital photographs to build up albums for parents and children to look at as well as adding to their learning journals. Regular use of a computer enhances children's information technology skills; as well as the opportunity to write, count and paint, it gives children the ability to develop skills which will assist them in the future.

Staff are kind and act as good role models, they interact well with the children in order for them to succeed to the best of their ability.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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