

Little Bears Pre-School

Inspection report for early years provision

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EY397884

Inspection date

24/03/2010

Inspector

Beverley Blackburn

Setting address

Nursteed Primary School, Brickley Lane, DEVIZES,
Wiltshire, SN10 3BF

Telephone number

07501314664

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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.

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Description of the setting

Little Bears Pre-School opened in 1974 and relocated to its present site in 2009. It operates from purpose built premises in the grounds of Nursteed Primary School in Devizes, Wiltshire, serving the local urban community. Children have access to an enclosed outdoor play area. A voluntary committee of parents manages the pre-school, which is a registered charity. It provides funded early education for three and four-year-olds. The pre-school opens each week day during school terms. Sessions run from 09.00 to 11.30 and, additionally, from 12.30 until 15.00, Monday to Thursday. Friday sessions operate in the morning only from 9.00 until 11.30. The pre-school is registered for a maximum of 24 children from two years to under eight years at any one time. The provider is also registered on the voluntary and compulsory parts of the Childcare Register. There are currently 39 children aged from two to under five years on roll, all in part-time places. The pre-school currently supports children learning English as an additional language. The pre-school has five staff, all of whom hold appropriate early years qualifications at level 3. The manager has recently achieved the Foundation Degree in Early Childhood Studies and is completing the final year of the Bachelor of Art degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the group. The staff team work effectively in order to get to know each child's care and welfare needs and plan carefully with parents how to meet them. This helps both children and parents feel secure. The group uses some systems for the self-evaluation of its practice and is very committed to driving improvements. The group has reflected on its own practice and has identified areas for development in order to support and evaluate learning outcomes for the children. There are positive plans in place for the further development of the service.

What steps need to be taken to improve provision further?

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

- develop further observations and planning, ensuring activities are planned according to the interest and the individual needs of the children
- develop further the outdoor area to provide equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways, or to support specific skills
- ensure children are made aware that some actions can hurt or harm others; set, explain and maintain clear, reasonable and consistent limits so that children can play and work feeling safe and secure

The effectiveness of leadership and management of the early years provision

The management of the group ensures that procedures are in place for ensuring the suitability of staff employed in the group. These include taking an employment history, references and obtaining a police check. New staff are monitored and made aware of their roles which supports children's safety. There is a designated person in place for dealing with child protection issues who has received appropriate training. Staff follow the required procedures should any concern arise which safeguards children. A written safeguarding policy is in place, which includes the course of action to be followed should any allegations be made against adults, this policy along with other key ones are routinely made available to parents.

Building good relationships with parents is given a high priority by all the staff team. Settling-in visits are encouraged with parents able to tailor these to the needs of their child. Notice boards and regular newsletters supplement the daily friendly verbal discussions as parents are warmly greeted before and after sessions. The group has recently devised a monthly photograph display board in the reception area for parents who are difficult to reach to involve them in what their child and other children are doing and how they are achieving. Parents value the friendly and caring approach that their children receive. They know that they can view the records of children's learning progress at both arranged times or informally on request. Good links with agencies and other providers of the EYFS are in place with meetings and discussions which builds consistency for specific children with their care and learning needs. There is a good relationship with the school, the reception class teacher visits, helps the group to improve their communication and share effective approach. Children with English as an additional language are supported as the staff introduce a visual timetable, parents' welcome book and dual language book which helps in building a good relationship and aid communication.

The staff team hold regular meetings and discussions to evaluate their provision. The pre-school has been invited to be involved with the local authority quality improvement pilot scheme, which includes identifying priorities for improvement. The outdoor play area has been identified as an area to develop in order to provide a challenging and interesting area that can be used in a variety of ways. This will benefit the setting immensely. The staff value developing their knowledge and seek both advice and training from the local authority support services. The setting offers a wide range of bright and attractive resources that support the learning areas well. Children learn about the value of differences through activities relating to different festivals and a good selection of resources including some books, posters and puzzles.

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

Children enjoy daily exercise in the enclosed garden and extend their physical skills as they use variety of outdoor equipment. They develop independence as they

pour themselves drinks of water when thirsty or at snack time. Any special dietary needs are known and supported as staff offer a variety of snacks with water or milk at break time. Children independently follow routines that support good hygiene practices such as regular hand washing. Parents are made aware of the sickness policy that helps prevent children from possible cross-infections. Children play in a safe and secure environment as all areas are risk assessed and made safe. Staff ensure access to the sole use building is monitored carefully, visitors are required to sign in and out. Children learn about keeping themselves safe as staff remind them how to safely use large tools and take their turn. Fire safety has been addressed and children learn about emergency evacuation through fire drills.

Staff have a good understanding how children learn and are able to provide activities that are suitable to their age and stage of development. Children choose independently from a variety of activities during free play, such as cooking, home corner activities and creative play with painting or sticking. In addition, staff arrange some adult-led activities such as mixing ingredients to make chocolate nests which helps them learn about changes. Children learn about numbers as they count how many pieces the apples at snack time are cut into and at story time as they talk about the three 'Billy Goat Gruff'. Staff help children extend their thinking as they ask 'what might happen next' in the story or as they play with the sand and water. Children are supported in problem solving as they select a computer programme and confidently match shape and number together. They learn about technology as they use the digital video camera, radio-controlled toys and the computer independently. Children are encouraged to recognise letter shapes as they find their own name cards and have opportunities for mark making with pens and paper and creative play. They enjoy daily stories and learn how to use books and to listen attentively to staff reading. Children, also enjoy singing nursery rhymes and action songs that help in developing and extending their vocabulary. Observations are made for children's learning records and staff are able to identify each child's next stage of learning across all areas of learning. However, the next steps are not always specific to the child's interest and their individual needs. Consequently planning does not consistently reflect each child's learning needs.

Children behave well, working co-operatively with each other as they play and share resources. They work together as they tidy up play resources and listen to the calm guidance from the staff team which helps them learn behaviour boundaries. However, children's actions such as running inside the building could cause someone to get hurt, resulting in some children not feeling safe and secure. Staff work well with other agencies in order to support children with extra needs and think about how to ensure all may be included in the play opportunities.

All relevant policies necessary to support children's welfare are in place and are up-to-date. Records such as those relating to accidents and medication are in place and retained as required. Staff ratios are met and staff hold suitable first aid training which supports children's well-being.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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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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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