



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 110134

INSPECTION DETAILS

Inspection Date 01/03/2004
Inspector Name Louise, Caroline Bonney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Forest Bears Pre-School PG
Setting Address Pinehill Road
Bordon
Hampshire
GU35 0BS

REGISTERED PROVIDER DETAILS

Name The Committee of FOREST BEARS PRE-SCHOOL PG
1029569

ORGANISATION DETAILS

Name FOREST BEARS PRE-SCHOOL PG
Address Pinehill Road
Bordon
Hampshire
GU35 0BS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Forest Bears Pre-school opened in 1987, is a Registered Charity, and run by a voluntary committee of parents. It operates from accommodation in the Forest Community Centre, and has access to two playrooms, toilets, and secure outdoor area.

There are currently 29 children from 2 years 6 months to 5 years on roll. This includes 14 funded three year olds, and 7 funded four year olds. Children attend for a variety of sessions. The setting currently supports three children with special needs, and one who speaks English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:00 until 15:00 hours on Monday, Tuesday, Wednesday and Thursday, and from 09:00 until 11:30 on Friday. Children bring their own packed lunches.

The group employs six staff. Four staff hold Early Years qualifications at levels 2 and 3, and are attending further training. Two are currently attending training for level 2 qualifications. The setting receives support from a teacher mentor through attending local cluster group meetings with local schools and pre-schools. Support and advice is also received from the Area Special Educational Needs Co-ordinator and Portage.

How good is the Day Care?

Forest Bears Pre-school provides good care for children. Staff continue their professional development well through attending training. There are good operational plans and most documentation is in place to ensure the safe and effective management of the group. The accommodation provides a warm and welcoming environment for children and parents, with a secure area for outdoor play which children access daily. Good resources provide for all areas of learning, and children select from the balanced range set out by staff.

Staff are vigilant about safety and promote hygiene well in most areas, which helps children develop good understanding. Staff are aware of children's individual needs and ensure support is given to children with special needs or English as an additional language. Staff are aware of child protection issues and most procedures are in place.

Staff plan a very good range of stimulating activities, and children are keen to

participate in them all. Children are happy and confident, separate well from their parents, and have good relationships with each other and the staff. Snack times are not used to extend children's independence or learning. Children learn about each other's cultures and religions through carefully planned themes and activities. They behave well, and are polite and helpful.

Parents have good relationships with staff, who they find very approachable. There is good exchange of information at handover each day, and an annual consultation meeting to share records. Parents have easy access to all policies and procedures, and the welcome booklet provides good information about the provision.

What has improved since the last inspection?

Not applicable, as last visit was a Transitional Inspection.

What is being done well?

- Children are able to find their name labels, wash hands, put on aprons, and dress for outdoor play with increasing independence. They enjoy looking at books in small groups, when staff read them stories if they wish, and are beginning to recognise the beginning sounds of words. They use mathematical language, and count and compare during practical activities. Children use their imagination well during activities such as role-play.
- Staff are vigilant about the children's safety. There are effective systems in place for the arrival and departure of the children, which help ensure the safety of children and staff.
- Staff encourage good behaviour through praise and encouragement. They provide good role models, and children are polite and helpful, take turns and share well.
- Staff are well motivated and collaborate well to ensure that children's needs are met. Additional support is given to children with special needs, and they liaise closely with parents and specialists to help children's continual progression.

What needs to be improved?

- use of snack time to extend children's learning and independence
- documentation, to include procedure to be followed if allegation of child abuse should be made against staff or others, and parents to sign record after administration of medication
- hygiene, through use of soap when hand-washing.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Ensure all procedures and records relating to day care activities are in place.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.