

Little Bears Pre Schools

Inspection report for early years provision

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Inspector

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Setting address

West Chiltington School, East Street, West Chiltington,
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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*.

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 was registered under its current management in 2004. It operates from within West Chilmington Community School, near Pulborough, West Sussex.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of 20 children between two and eight years, may attend the setting at any one time. There are currently 26 children on roll, of whom 12 are in receipt of educational funding. The provision supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The provision opens Monday to Friday term time only with session times operating from 9am to 12 noon and 12 noon to 2.50pm with a lunch club incorporated within the afternoon session. An after school art and craft club is offered to school aged children. All children share access to an outdoor play area. Children come from the local and surrounding areas. The pre-school employs six members of staff within this group. Of these, five staff, including the manager hold appropriate early years qualifications with two staff working towards Level 5 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is well organised and the staff team follow the enthusiasm of the providers as they show high levels of motivation in their work. Evaluation and reflection of the setting is robust and achieved at every level, including detailed monitoring systems of children's achievements that ensure there are no gaps in the quality of teaching. Staff are very aware of the individual needs and progress their key children are making towards the early learning goals. They ensure each child is fully included and encourage children to be independent mostly very well. The leadership team has an accurate awareness of the strengths and areas for development, and work with staff and parents to bring about changes ensuring continued improvement within the setting.

What steps need to be taken to improve provision further?

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

- develop systems to ensure the balance of freely chosen routines are included at snack time

The effectiveness of leadership and management of the early years provision

Children are safe and secure within the setting with clear and robust procedures in place to ensure their safety. There is a comprehensive awareness of safeguarding amongst the leadership team and all staff are aware of the procedures they need to follow if they have a concern about a child's welfare. The providers have very clear and robust systems for the safe recruitment and induction of new staff and ensure ongoing suitability of staff through annual reviews. Comprehensive risk assessments are completed on the setting, outside areas and for all outings away from the setting, along with evaluation of accidents occurring to children. Security measures are in place to secure the setting. Staff work collaboratively with the parents around the safe collection of children.

The co-owners of the provision work extremely well as a team and draw on the expertise of each other. They are inspiring to staff members as they are enthusiastic in their work. They are keen and excited about the development of all aspects of the provision. They implement action plans for improvements and introduce many new systems ensuring they are reflective, evaluate critically and implement effective changes. For example, designing a system that monitors all children's progress and the quality of teaching within the provision; as a result, outcomes for children are high. The dedicated training coordinator is also excited and enthusiastic in her role and monitors the needs for individual training and the benefit for the group as a whole. Excellent use is made of staff-only days when outside specialists are used to develop all staff's understanding of specific areas as well as in-house training on areas identified by the staff team. Morale across the staff team is very high; staff are committed and enjoy their work. All staff and parents contribute their ideas to drive improvement within the setting, for example through the policy reviews.

Children are able to play in an environment that is vibrant, interesting and conducive to learning. Resources within the setting are all of high quality and support children in all areas of learning. Many drawer units and open shelving encourage children to make additional choices about the resources they wish to access. The providers are taking well-considered steps to ensure resources are sustainable; with a lot of wooden resources, including the newly purchased wooden blocks for the garden, to ensure good sustainability for future children. Staff deploy themselves highly effectively. Through a well-organised rotation system staff know the areas they are responsible for throughout each session, allowing each member of staff to focus on what they are doing with children. All staff in the setting are effective in ensuring that all children are included within different activities throughout the session and offer differentiation so all children can achieve. The children are learning to value others and respect the family lives of the other children in the group through opportunities such as the family photo board where parents and children are encouraged to share special moments with the group.

The setting has developed highly effective communication with all groups of parents and has extended this to others involved in children's care. The manager has established excellent links with local schools to help children with a smooth

transition to the next stage of their lives. They also work closely with other early years providers as key persons share developmental information with other settings the children attend. Parents are kept informed of the activities available and learn about and contribute to their children's development through the parent consultations with key persons. Information evenings are arranged for the parents which cover a variety of subjects and help promote consistency for children between pre-school and home life. Parents are encouraged to make their opinions of procedures and events happening within the setting. The staff value the contributions they make and where possible make the suggested changes. Through these and other opportunities parents are fully encouraged to take an active role in their child's time in the setting.

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

Children are eager to attend the setting and return after a short spell of emergency closure, excited and ready to be back in the pre-school. They show high levels of confidence and independence. All children are making massive strides in their progress. This is due to the quality of teaching, the enabling environment and how staff members extend on child-initiated ideas. Leaders offer all staff members an excellent role model; their enthusiasm for their direct work with children is infectious. All staff have a strong knowledge and understanding of the achievements being made by individual children and how they are helping them make continued progress in all areas of learning. Each child's progress is monitored through the observations and the identification of their next steps by individual key persons. Parents are fully encouraged to contribute towards these as they are regularly discussed with the key person. The management team makes critical analysis of the progress being made by the group as a whole to ensure all areas of learning are effectively promoted. Throughout the session, children are focused and very busy in their own choice of activities. All children are valued and listened to thus encouraging them to add their contribution and ensuring they all enjoy their time in the setting.

All children show a strong sense of security and feel safe within the setting. They have high levels of confidence and can ask staff members for help. They know the standards of behaviour expected and show an excellent understanding of safety, knowing to use 'walking legs and kind hands' within the pre-school. Staff use spontaneous opportunities to reinforce children's knowledge of different safety aspects. For example, as children choose to play with the bikes in the garden, a staff member uses the traffic lights to talk to children about what the different colours mean as children try to control the traffic while others pedal past. Children have a good understanding of the importance of following good hygiene practices and know they need to wash hands before lunch. Children use the antibacterial hand gel at times throughout the day and can access disposable tissues. Snack times are organised part way through the session although this is completed by staff and children are not fully involved in preparing these or making choices about their food. However, they are developing a good understanding about the benefits of fresh air and outdoor play as free flow arrangements are in place offering children further choices and challenge.

All children are developing very well in all areas of learning in order to secure the skills they will require for the future. Through creative and writing spaces children are developing well in their mark making skills. They understand that print has meaning as they find their names as they self register, and good labelling is used around the setting. Staff members use spontaneous opportunities in different media to promote mark making such as drawing shapes in the sand. Reading for pleasure is promoted by the setting as they organise a library of books to be shared at home with family members. Children's understanding of technology is very good and resources within the setting promote this. Children navigate themselves around different programs on the computer and use technological equipment in role play. Children show they are curious and inquisitive learners and staff use spontaneous opportunities well to extend their learning. For example, through a child-initiated interest in a small craft spider, a staff member suggests the use of magnifying glasses to study the spider in more detail. This encourages many children in their excited study of various items collected from the garden and inside the pre-school. Staff promote children's language development as they encourage them to describe what they can see and use mathematical terms such as 'bigger than' and 'smaller than' as they compare objects with and without the magnifying glass.

Children are able to work effectively together as they share the magnifying glasses showing excellent negotiation and cooperation skills. All children's behaviour throughout the session is very good, they show politeness to each other and staff members, using good manners, for example, some children know to say excuse me to others as they try to get past. Children demonstrate they have an excellent sense of time and as the music plays they know it's tidy up time, all children take on responsibilities for tidying away before coming together for a brief, whole group time for a period of reflection and shared story.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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