

Little Bears Pre-School

Inspection report for early years provision

Unique reference number	EY413728
Inspection date	04/02/2011
Inspector	Melanie Eastwell

Setting address	Ise Valley Pavilion, Grantown Close, Kettering, Northamptonshire, NN15 5DJ
Telephone number	07825 291098
Email	chris_cwalsh@talktalk.net
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Bears Pre-school was registered in 2010. It operates from the Ise Valley Pavilion on the Ise Lodge estate in Kettering, Northamptonshire. The main hall and associated facilities are used. The pre-school is open Tuesdays and Thursdays from 9.30am to 12.30pm and Fridays from 11.45pm to 2.45pm during term time.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the setting at any one time. There are currently 10 children aged from two to under five years on roll. The pre-school is able to support children who have special educational needs and/or disabilities.

There are three members of staff, all of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

In this newly established, very friendly, welcoming and inclusive setting the enthusiastic staff team are inspired by the owner who is striving for excellence in every respect. The staff sustain consistently good quality interaction with children to draw learning from play and promote positive attitudes to learning. Children make good progress in their learning and development and have tremendous fun in the process. Most aspects of children's welfare are promoted well, observation and assessment systems are strong and there are good partnerships with parents and carers. Dynamic leadership and honest, realistic self-evaluation secures the pre-school's good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- record the details of emergency evacuation drills in a fire log book
- ensure a copy of the DOH summary booklet is available on the premises.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are given high priority. The staff team are vigilant in managing the security of the setting. For example, they secure the external doors during the session, greet all parents and children when they arrive and supervise children in the toilet area. Good daily practice, such as, ongoing explanation from staff, reinforces children's understanding of safety issues. Effective systems are in place to ensure the ongoing suitability of the staff and all current staff members and volunteers have the required clearances in place. The manager is confident

that all staff members understand the importance of following the Local Safeguarding Children Board guidelines in the event of child protection concerns. However, the 'What to do if you are worried a child is being abused' Summary document is not available in the setting. Thorough risk assessments and daily checklists ensure that hazards are identified and minimised. However, although emergency evacuation drills are carried out they are not currently recorded in a log book. The comprehensive policies and procedures adopted by the setting underpin the staff team's daily activity with the children.

The pre-school is newly established and the owner is extremely proactive in addressing issues which impact upon the quality of provision for children. She has a clear vision for the future, actively involving staff, parents and children in reviewing the daily practice. The staff team responds positively to the dynamic leadership and are increasingly motivated and enthusiastic about their work. This helps create a positive environment, where children feel secure and happy. The good organisation of the space in the indoor play area means that children are offered a wide range of activities that promote their development. The real commitment to providing opportunities across each of the six areas of learning each day ensures that children are able to progress in their learning.

The staff have a clear understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. They work with parents and carers to ensure that they understand each child's background and culture and are therefore able to meet their needs and promote children's awareness of individuality. The pre-school has a clear understanding of the benefits of multi-agency working to promote consistent and appropriate care for children. Parents receive thorough information about the setting and their child's progress. For example, through newsletters, emails, daily talks with staff and written feedback from their child's key worker through a home diary. Staff members watch and notice each child at play in order to understand and support their individual well-being and development, enabling each key person and family to work together.

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

Lots of good ideas are being introduced as this newly established pre-school develops its unique ethos and identity. For example, children are able to make choices and decisions about their play; they can help themselves to a good variety of resources and play materials from low-level storage units and they enjoy using the self-registration system which promotes their name recognition and self-confidence. The small group of children ensures that staff are able to give them plenty of individual attention and this promotes their progression. Children are developing a real sense of belonging in the setting. For example, they paint self-portraits; these are displayed alongside photographs or mementoes from home, such as, cinema tickets and art work. Children's independence is promoted. For example, they are able to be independent in the bathroom, using small toilet seats and steps to reach the sinks. They dry their hands on paper towels and put them

in the bin. Children begin to learn about healthy eating. They sit together for snacks and enjoy a varied range of food including breadsticks and yoghurt. They have milk or water to drink and they are able to access their own drinks at any time during the session.

The children get on well together. They are confident to play alone or together and some seek out their friends. For example, two children have great fun with the plastic dinosaurs. Another child chooses the hand drums from the musical instruments and proceeds to play them enthusiastically. This child's effort is noticed and complimented by the staff. Children enjoy the individual and sensitive interaction from the staff. They sit with them and make the most of the small group time through lots of positive conversations about what the children are doing. For example, a child involved in making a dragon's head as part of the groups celebrations for Chinese New Year. The member of staff talks to them about the colours of the paint, how sparkly it is and supports the child to decorate the model with their own creative flair. The staff are creative in promoting children's awareness of the wider world and diversity. They have access to a good range of books, play materials and resources, such as, bunting showing flags of the world and the staff ensure that thorough research is carried out to ensure the celebrations of festivals are meaningful to the children. This involves sourcing artefacts, such as, Chinese restaurant menus, chopsticks and Chinese music.

The staff are skilled in extending activities to support children's learning. For example, they provide a shallow tray with a layer of sugar and chopsticks alongside small cards showing Chinese writing. They encourage the children to make marks in the sugar using the chopsticks. This activity promotes lots of discussion and curiosity about how the sugar moves, feels and sparkles in the sunlight. Children make good progress in all areas of learning and are well-supported in their achievements because the staff have a thorough understanding of the Early Years Foundation Stage. The owner is implementing her skills in planning and observation, gained from her experience as a childminder and through her further training to Level Four. An effective baseline assessment is completed by staff and parents when children join the pre-school so that records demonstrate the level of progress that children make and fully secures their progress. The observations link closely to the Practice Guidance document to inform activity planning. Information gathered is used to identify the next steps in children's learning and targets are shared with parents.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----