

# Forest Bears Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	110134
<b>Inspection date</b>	21/03/2011
<b>Inspector</b>	Coral Hales
<b>Setting address</b>	Forrest Community Centre, Pinehill Road, Bordon, Hampshire, GU35 0BS
<b>Telephone number</b>	07776 187643
<b>Email</b>	ian.garforth@btopenworld.com
<b>Type of setting</b>	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

Forest Bears Pre-School was registered in 1987 and is a registered charity run by a voluntary committee of parents. It operates from two rooms within the Forest Community Centre in the village of Bordon, Hampshire. Children have access to a safe and secure area for outdoor play. The pre-school serves the local area and surrounding villages. The pre-school is registered on the Early Years Register. A maximum of 33 children in the early years age range may attend at any one time. There are currently 49 children on roll, 33 of whom receive funding for early education. Children attend for a variety of sessions or stay all day. The setting currently supports children with special educational needs and/or disabilities. The pre-school opens five days a week during school term times. Sessions are from 9am until 3pm on a Monday, Tuesday, Wednesday and Thursday and from 9am until 11.30 am each Friday. Children staying all day bring their own packed lunches. There are nine members of staff working with the children, six of whom hold appropriate early years qualifications. Three continue to study to higher levels. The pre-school receives support from a teacher mentor from the local authority and staff from the Children's Link Team. The setting is a member of The Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, happy and fully involved at all times. Staff who care for them are motivated and enthusiastic and provide a fun, interesting and stimulating environment. Children make excellent progress in their learning given their starting points and abilities. Strong and effective links exist between providers, parents and other agencies and staff have effective systems in place to ensure that children's individual needs are accommodated and well met. The required documentation is completed as required. Staff have a clear understanding of the need for reflective practice and demonstrate a good capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- enhance systems of self-evaluation to identify the settings strengths and priorities for development that will improve the quality of provision for all children
- update the record of risk assessment to include assessment of risks for outings.

## **The effectiveness of leadership and management of the early years provision**

Child protection is given high priority with the setting and staff have a clear understanding of the signs and symptoms which could cause concern about a child. Senior staff have recently completed advanced safeguarding training and others within the team have attended the initial training. Required documents are in place to share with parents and emergency contact numbers are known. Therefore they are able to act promptly and follow the correct procedures if they have any concerns. Suitable systems are in place to ensure all staff are appropriately vetted and these are monitored by the manager. Inductions are completed to ensure all staff are aware of their roles and responsibilities and appraisals take place annually.

Security is a priority and staff challenge unknown visitors to the setting. Children are extremely well supervised at all times, both inside the building and when out using the garden. Visual risk assessments are completed daily to identify and minimise potential hazards. The record of risk assessment does not include an assessment of risks for outings.

The high adult to child ratio means children have plenty of individual support when needed. Staff are proactive in building positive relationships with families right from the start and regular exchanges of information take place on a daily basis. This ensures children are effectively supported throughout their time at the setting. These effective partnerships enable staff to be able to take account of children's learning at home thus enabling 'wow' moments to be shared. Parents are kept well informed about their child's progress through daily verbal feedback and sharing of written records. They are provided with opportunities to become involved in pre-school activities and fund raising. Links with other local providers and outside agencies have been established and continue to develop. The setting has clear procedures on inclusion and works continuously to ensure that all children and their family's needs are met effectively.

The management and staff of the pre-school are very aware of what is going on in their setting and have already identified strengths and weaknesses. They are currently compiling information ready to use to help them complete a written self-evaluation document. Staff work well together and as a team demonstrate that they have the commitment and ability to maintain continuous improvement. All recommendations from the last inspection have been addressed effectively. The nursery is well organised and regular staff meetings ensure all staff have a secure knowledge of the nursery's policies and procedures.

One of the greatest strengths of the setting is the very effective use of the well organised, interesting and stimulating garden. It is a wonderful, natural environment where imaginative use has been made of every area to provide endless opportunities for learning and enjoyment. Children enthusiastically choose from a broad and varied range of quality resources to develop their own ideas and games. All are stored effectively at their level to maximise and develop independence. Staff enjoy being with the children and very effectively support and

extend learning at all times. All areas of the premises are well organised and children have the freedom to move around freely within the setting to take part in chosen activities or games.

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

Children are very relaxed and clearly enjoy their time at the pre-school. They enjoy an excellent range of experiences and are at the heart of all routines and are clearly familiar with them. Individual learning is well supported by effective questioning which encourages the children to think for themselves. Staff greet the families at the door and children's independence is encouraged from the time they arrive. They are encouraged to hang their coats up and self-register before going off to play. The children's work is brightly displayed around the room, valuing their efforts. Regular observations are made as the children play and these are added to assessment records which are regularly shared with parents.

Children take part in a wide range of activities and have lots of fun, laughing and giggling with each other as they play. They have great fun as they move from activity to activity, exploring the range of resources that are set up when they arrive. The garden is extremely well resourced and organised and staff ensure that all areas of learning are incorporated and planned for. There are lots of stimulating, interesting and fun areas for the children. For example, a group play in the restaurant area, one taking phone calls on a play phone attached to tree while another child tells someone the price of their meal and very confidently puts the credit card through the machine. Other children walk around offering a selection of foods to those around them. Staff support and extend children's learning very well and sit at the table to eat their 'meals' with the children. Most of the children are in the garden for a large part of morning and all are fully occupied, well behaved and involved in their choice of activity.

Children clearly demonstrate that they are able to explain their thoughts and ideas. They have many opportunities to practice their emergent writing skills for different purposes, helping them to understand that text has meaning. For example, children put on police helmets and staff join in with the fun and also wear hats themselves. Learning is extended when a suggestion is made that they all go off to 'investigate' and write notes on their pads.

Children sing a range of songs from memory and enjoying choosing them at circle time. For example, they all join in enthusiastically with the traffic light song and are familiar with all the actions and twinkle their fingers as they sing. Children have ample opportunities to develop their large muscle skills, climbing and balancing on tyres and as they use the tunnel and barrels as they play. Children move around the setting freely and with confidence from one play area to another.

Children's self-care skills are developing well and they are independent during the sessions, self-selecting resources and helping to care for their environment through tidying away the equipment. Regular routines ensure that children develop

suitable self help toileting and hygiene skills. They learn about the importance of a healthy lifestyle because they eat healthy snacks and can drink water when they wish to. The pre-school provides a lunch club and children sit together in small groups to enjoy the packed lunches provided by the parents. Social skills are well promoted by staff who sit with the children.

Children's behaviour is very good. They understand the difference between right and wrong and they understand that the pre-school has rules and boundaries. Children show high levels of confidence and self-esteem because staff praise and value them as individuals. They are secure and settled and are able to form positive and caring relationships with each other and the staff and other adults. Children are taught to be safety conscious without being fearful and show a suitable understanding of how to keep themselves safe. For example, they take part in regular emergency evacuations.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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