

Little Bears Day Care

Inspection report for early years provision

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EY426728

Inspection date

14/11/2011

Inspector

Julie Preston

Setting address

Brownlow Community Centre, Claypit Street,
WHITCHURCH, Shropshire, SY13 1LF

Telephone number

01948 662146

Email

debwindebbie@btinternet.com

Type of setting

Childcare - Non-Domestic

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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

Little Bears Day Care was registered in 2011. It operates from rooms within Brownlow Community Centre in Whitchurch. The pre-school serves the local area and beyond. There are two fully enclosed areas available for outdoor play. The pre-school opens Monday to Friday all year round. Sessions are from 8.30am until 3.30pm. Children are able to attend for a variety of sessions.

A maximum of 32 children may attend the pre-school at any one time. There are currently 69 children attending who are within the Early Years Foundation Stage. This includes funded two- and three-year-olds. The pre-school is registered on the Early Years Register.

The pre-school employs twelve members of childcare staff. Of these, ten hold appropriate early years qualifications, two have early years degrees, seven are level 3 qualified and one is level 2 qualified. Two members of staff are working towards a level 2 qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment. They are able to make good progress towards the early learning goals in all areas through a wide range of activities that challenge and stimulate their interest. This is an inclusive pre-school, where each child is recognised as unique and staff ensure that their individual needs are well met. There is a good working partnership with parents, and policies, procedures and records are mostly in place and implemented well. Systems to evaluate and improve practice are developing and result in a continually improving setting. Space and resources are used effectively to provide a varied range of practical activities that help children learn while they play and explore.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that there is appropriate fire detection equipment which is in working order to ensure the safety of children is promoted (Suitable premises, environment and equipment).
- 28/11/2011

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

- review risk assessments to ensure they cover anything with which a child

may come into contact.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children and of their roles and responsibilities in reporting concerns. The pre-school has effective procedures to ensure children are safe and their welfare is promoted, for example, appropriate recruitment and vetting procedures are in place. The pre-school has systems to ensure that all members of staff are suitably qualified and experienced and that their continued suitability is monitored. Staff are proactive in attending training to increase their knowledge and skills. For example, they attend courses on first aid and how to cascade learning. Daily visual checks are undertaken on all parts of the premises. Most of the required policies, procedures and documentation are in place, together with details of children's individual needs. However, risk assessment records are limited and do not cover everything that a child may come into contact with. Also, smoke detectors are not in place to enable staff to effectively monitor and minimise risks. This is a breach of welfare requirements.

The partnership with parents is developing well. Parents enjoy attending events put on by the group, such as their recent coffee morning, and are aware of the activities their children participate in. They receive regular newsletters, plans are displayed and information is shared with their child's key workers daily regarding individual care and learning. In addition, parents can access termly assessment reviews on their child's progress and take their child's records home to view at their leisure. This keeps them well informed of their children's care and well-being. The pre-school has effective procedures for identifying any additional help required for the children to ensure that each child benefits from a positive experience. Procedures for children joining the pre-school include settling-in sessions, with discussions and written information about children obtained from parents. This means that they feel reassured by the staff, who create an environment which is welcoming and accepting of everyone. The manager of the pre-school has effective systems in place to develop partnerships with local schools and other settings attended by children to promote a smooth transition between settings and when children start school.

The management has a clear sense of purpose and is keen to make improvements through various methods of reviewing and reflecting on practice. Regular staff meetings and frequent opportunities for staff development and training ensure that all keep up to date with changes and are continually improving their skills for the benefit of the children. Together, the staff team identify strengths and areas for development and implement these to bring about improvements. Parents' views are valued and sought in the form of questionnaires and ongoing verbal feedback. This information is used to raise standards and ensure continuous improvement of the setting and to bring about positive improvements for children's welfare and learning.

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

Children are happy, confident and secure within the pre-school environment. They are fully included and are able to access a good range of activities and equipment. Children cooperate well with each other, sharing resources as they play together, both inside and in the outdoor areas. They choose a variety of writing materials and creative resources independently within free choice activities, confidently self-selecting resources as they are stored at low level. Their technology skills are developing well as they access a range of resources daily that support this, such as a computer and a wide selection of battery-operated toys. Children are eager to join in with staff to share experiences with them and other children in small and large groups. The pre-school has a good selection of resources and participates in activities to enable the children to look at other cultures and minority groups. For example, they enjoy finding out about Diwali. Staff skilfully engage with the children by talking to them, encouraging independence and inspiring confidence. Children are learning to manage their clothing, wash and dry their hands and help to tidy the toys away.

Staff have records on each child's progress, their interests and their next steps for learning and development. They work closely with the parents and other providers to monitor children's progress and share individual learning and development records. Children have regular opportunities to learn about the natural world as they discover growing materials and look at living creatures they find when playing in the outside areas. They enjoy planting seeds and watching them grow. Staff encourage children to extend their understanding of number and problem solving by counting and reasoning during daily routines. For example, children develop an understanding of number within circle time as they sing number rhymes. Children effectively use paintbrushes, pens and scissors with increasing control and enjoy their sensory play with water, sand and dough.

Space within the pre-school is well utilised so that children can choose their own activity, such as playing in the role play area and participating in creative activities. Children use the outdoor play area every day and generally play companionably. They enjoy physical exercise, both inside and outside the pre-school, using wheeled toys and outdoor play equipment. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before handling food. Snack and meal times are sociable occasions where children sit down and chat together to share experiences. Behaviour within the pre-school is good. Children understand levels of acceptable behaviour and are learning to share and take turns. Staff manage behaviour in a calm, consistent manner and are positive role models. Children treat one another and staff with affection and respect. The confidence they gain through their time in the pre-school ensures they are developing into active learners and prepared for the future.

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	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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