

Weaverham Little Bears Pre-School

Wallscode Community School, Northwich Road, Weaverham, Northwich, Cheshire, CW8 3BD

Inspection date	18/07/2014
Previous inspection date	29/04/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- There are significant weaknesses in leadership and management. Not all legal requirements are met and those in charge are not confident about the action to take, if an allegation is made against a member of staff, and are unable to provide evidence that suitability checks have been carried out for all members of staff.
- Children in the toddler group are not effectively supported by the key-person system. The deployment of staff and care practices do not consistently meet young children's individual needs. Consequently, their emotional well-being and welfare are not fully promoted.
- Observation and assessment arrangements are not secure. Staff lack knowledge of how to carry out the progress check for children aged between two and three years, and children's initial starting points and next steps are not being accurately identified or targeted to close any gaps in their learning.
- The manager does not monitor staff practice effectively. Consequently, children's learning and development is not fully supported and the quality of teaching is weak.

It has the following strengths

- Parents are welcomed into the pre-school and are encouraged to share information about their children's interests on entry.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed play and learning activities, and spoke to staff and children indoors and outside.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and the provider's self-evaluation form.
- The inspector held a meeting with the manager, and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at a selection of children's assessment files and progress tracking information, and spoke to their key person.

Inspector

Kerry Wallace

Full report

Information about the setting

Weaverham Little Bears Pre-school was registered in 1993 and is on the Early Years Register. It is privately owned and operates from two classrooms within Wallerscote Primary School in Weaverham, Cheshire. The setting serves the immediate locality and also the surrounding areas. It is open Monday to Friday, term time only, from 8.40am to 2.40pm. Children attend for a variety of sessions. Children have access to outdoor play areas. There are currently 54 children on roll in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently eight staff working directly with the children, five of whom have an appropriate early years qualification. Of these, one has a qualification at level 6, three have qualifications at level 3 and one has a qualification at level 2. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff have completed an enhanced Disclosure and Barring Service check to demonstrate they are suitable to work with children
- ensure that management and all staff have a good understanding of effective safeguarding practice, the procedures to follow if an allegation is made against a member of staff, and are familiar with the safe use of mobile phones and cameras
- ensure effective supervision and coaching arrangements are in place to accurately assess staff practice, identify the training and development needs of all staff, and to ensure effective support and guidance is provided where necessary
- ensure staff working with the toddlers have a good knowledge and understanding of how to promote children's learning and development through effective care practices and appropriate teaching strategies
- improve on the quality of teaching and learning in the toddler room, by ensuring that training is focused on raising staff's knowledge of how to promote the characteristics of effective learning for children of this age group
- ensure staff working with the toddlers are knowledgeable about how to complete the progress check for children aged between two and three years
- ensure observation and assessment is effective by developing staff knowledge of how to use observations; establishing initial starting points; identifying and targeting children's next steps in their learning, so children make good progress in their learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching and practice is variable across the setting, which particularly affects the youngest children being cared for. Staff do not provide children in the toddler room with activities that are linked to their interests or stages of development. Some staff do not have experience of working with this age group, and do not promote children's learning and development effectively. For example, staff do not respond to children's requests to go outside and do not offer clear explanations for this. Staff's lack of knowledge about the learning needs of toddlers has a significant impact on the young children's development. Consequently, the youngest children do not make sufficient progress towards the early

learning goals. In contrast to this, staff working with older three and four-year-olds use their knowledge and understanding of the Early Years Foundation Stage reasonably well, to provide an interesting learning environment that promotes these children's learning. These children are provided with a good mix of adult-led and child-initiated activities. For example, three and four-year-olds look for mini-beasts in the outdoor area, and are provided with magnifiers and containers to facilitate this. Staff ask these children open-ended questions about insects to encourage them to become active learners. As a result, three and four-year-olds make suitable progress in their learning.

The quality of teaching in some areas of the setting is weak and does not meet the needs of all children. Toddlers are provided with some activities that are not age appropriate and do not fully engage them. For example, staff use complex language that the youngest children cannot relate to, as they ask them to re-enact being fire fighters and to put out an imaginary fire. As a result, the youngest children become disinterested and wander off to occupy themselves. The setting's outdoor area is welcoming and provides all children with a wide range of activities to challenge and interest them. Children are provided with regular opportunities to play alongside the reception class children. This helps to prepare three and four-year-olds for their move to school as they develop relevant skills and attitudes, such as turn taking and helping each other. However, the toddler area does not provide the younger children with sufficient challenge and interest. As a result, children climb into the elevated playhouse and spend their time peering over the railings, observing the older children playing, instead of making the most of their own learning experiences.

Staff feedback to parents on a daily basis, informing them of their child's activities and achievements. Information, regarding children's personal interests, is obtained from parents on an 'All about me' form. However, staff do not use this information to provide children in the toddler room with activities that are of interest to them. Each child has a folder which contains digital photographs and short observations written on post-it notes. Further observations and assessments are carried out, but some of these are incomplete and do not fully track children's starting points or determine how their next steps have been identified. Staff working with the toddlers do not have a secure knowledge of how to complete the progress check for children aged between two and three years. As a result, systems to monitor children's development are not adequate.

The contribution of the early years provision to the well-being of children

Children are settled and play well together. Parents confirm this as they comment that they are pleased with how well their children have settled, and that their child's social skills have improved. Children are confident to speak with visitors and show them around their playground. Staff in the pre-school room are good role models and have formed good attachments with children. As a result, the emotional well-being of three and four-year-olds is suitably promoted. In contrast, staff in the toddler room have not formed close bonds with the youngest children in their care, and this is evident in their interactions. For example, they do not respond to young children's requests to go outside and do not listen closely to what they say. Consequently, the key person system is not firmly embedded to ensure the youngest children's care is fully tailored to their needs.

Staff remind all children to play cooperatively together, share and take turns. As a result, children are all well behaved and are courteous to one another. Children are beginning to manage their own safety, as they wear safety helmets when riding bikes and negotiate spaces very well as they run around outside. Children in the pre-school room have regular opportunities to play with reception children in their playground. This helps them to become familiar with their future learning environment, preparing them for their move to school. However, toddlers do not have sufficient opportunities to mix with the older pre-school aged children, and so they are not always adequately prepared for their next stage in learning.

All children have regular access to outdoor play, benefitting from the fresh air and physical exercise. This helps them to begin to understand about healthy lifestyles. Pre-school aged children enjoy being outdoors and engage in many activities, such as riding bikes and climbing apparatus. However, toddlers are provided with fewer resources and do not fully enjoy their time outdoors. Staff encourage all children to independently wash their hands before eating and after toileting, so that they develop some self-care skills. Children are offered a variety of healthy snacks and a choice of milk or water. However, staff do not encourage all children to pour their own drinks, and do not ensure that all children have access to fresh drinking water. For example, staff in the toddler room have not acknowledged that the tray with a jug of water and cups cannot be accessed by the youngest children. Consequently, opportunities to promote all children's independence and well-being during daily routines are not maximised.

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

Leadership and management of the setting are inadequate. The provider, who is also the manager, does not have a secure knowledge and understanding of her role in meeting the requirements of the Early Years Foundation Stage. In addition, she has recently lost the expertise of an experienced member of staff, who she relied on for support. The setting has also recently begun to admit children from the age of two years, which has resulted in a considerable increase in the manager's workload. This means that the current staffing arrangements are not effective in supporting the management of the setting. As a result, there are a number of areas that do not meet the welfare requirements. For example, safeguarding policies and practice do not fully promote the safety of children. This is because guidance on the use of camera-enabled mobile phones is unclear and phones are kept in a basket in the pre-school room where staff and students can easily access them. Staff have a general awareness of how to protect children from abuse, but are not secure in their knowledge of the action to take if an allegation was made against a member of staff. Some staff have not received induction training on the setting's safeguarding policy. Consequently, training and practice is not sufficiently focussed on the protection of children. The procedures for ensuring that all staff are suitable to work with children are also weak, as the manager was unable to produce evidence that all staff had completed enhanced Disclosure and Barring Service checks.

Previous recommendations have been actioned and there are now detailed risk

assessments in place to ensure hazards are identified to promote children's safety. However, systems to evaluate the setting are not fully effective. Parents are not offered opportunities to share their views about the quality of the setting, and the manager has not carried out any recent self-evaluation to identify areas for improvement. There has been insufficient monitoring of staff practice, particularly in the toddler room, to ensure children's needs are fully met. Staff in this room are not experienced or appropriately qualified to ensure the welfare needs of children are met. They have not been provided with the necessary training and support to meet the needs of children of this age. This results in poor teaching and practices that do not promote the youngest children's learning and development.

Parents receive relevant information, when their child joins the setting, in the form of a prospectus. This means that parents are made aware of routines and procedures that affect their children. Parents and children are welcomed into the setting and staff strive to maintain good partnerships with parents. Partnership with the host school is good and this is beneficial to children as they become accustomed to the school's facilities and familiar with reception teachers. This helps to prepare pre-school aged children for their future learning. However, the current layout of rooms means that the reception class is in the middle of the toddlers and pre-school rooms. This does not fully support the toddlers in their move to their next stage in learning. This is an area the manager has acknowledged and is currently holding discussions with the school to improve.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	305417
Local authority	Cheshire West and Chester
Inspection number	867593
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	54
Name of provider	Karen Wilson
Date of previous inspection	29/04/2009
Telephone number	01606 852148

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

