

Bouncy Bears Pre-School

Springwood Community Centre, 110 Springwood Avenue, Waterlooville, PO7 8BJ

Inspection date

24/09/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Children thoroughly enjoy their time at the pre-school. Children of all ages are happy and confident owing to good relationships with staff.
- Children benefit from their time at the pre-school and enjoy their learning, progressing well in the play environments provided by staff.
- Partnerships with parents are very good because staff and parents share key information between them, which helps the staff meet children's individual needs successfully.
- Staff prioritise children's well-being and implement robust safeguarding procedures. As a result, children feel safe and secure in the pre-school.

It is not yet outstanding because

- Staff miss some opportunities to extend children's mathematical learning during spontaneous play and activities.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector invited the manager to carry out a joint observation.

Inspector

Alison Large

Full report

Information about the setting

Bouncy Bears Pre-school registered in 2014 and is one of two privately owned settings. The pre-school operates in the Springwood Community Centre in the Waterlooville area of Hampshire. Children have sole use of one main room during the hours of operation, with a kitchen and nappy changing facilities. The children have access to an enclosed outdoor play area. Staff supervise all children when using the toilets in the main part of the community centre. The pre-school is registered on the Early Years Register and on the compulsory part of the Childcare Register. The pre-school operates on Monday, Tuesday, Wednesday and Friday, from 9am until 3pm, during school term times. There are currently 34 children in the early years age group on roll. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school employs four staff members to work with the children, all hold relevant early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the educational programme for mathematics making sure suitably challenging experiences are planned to promote children's mathematical thinking and understanding, and to ensure all children make good progress across all aspects of this area of learning.

Inspection judgements

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

Staff make the pre-school a welcoming environment for the children, who are able to move around freely and use a wide range of activities and resources. Children quickly settle into the session and can independently make choices about their play. Staff provide children with good opportunities to choose their play materials and follow their individual learning styles. Staff support children well in order to challenge and encourage their learning. As a result, they are able to actively explore and enjoy playing with the activities available. Educational programmes are varied and offer play opportunities to meet every child's needs. As a result, outcomes for children are good. Staff use very good teaching methods to support and challenge children's learning. For example, staff help children to sound out letters during activities. They give lots of praise and encouragement for children's emerging writing skills, which in turn greatly boosts children's self-esteem and confidence, preparing children very well for school.

Staff make regular observations to include in each child's progress record. These help staff

track children's progress in the different areas of learning, and they use them to identify any gaps in children's development. All children enjoy good opportunities to choose, participate and become independent in their play. Children used their imaginations and created role-play games, excitedly talking to their friends and using the different resources in their play. Staff demonstrate good teaching methods as they interact and sit at the children's level, maintaining eye contact. Staff sit with children and engage in conversations with them. For example, there were discussions about what activities children like to take part in and what songs they like to sing. Consequently, staff provide good support to develop children's language skills and extend their thinking and creativity. Children are developing well with their listening and attention skills and are encouraged to listen to what others say and respond to simple instructions. Staff use opportunities to prompt children's thinking and discussion to help reinforce their understanding. However, in mathematics, staff miss opportunities to encourage children to count and use numbers in a variety of ways or use mathematical language during activities. For example, staff did not encourage children to compare the similarities and differences in size and colour of small toy bears or to count the bears. Therefore, children's progress in mathematics is not as effective as in the other areas of learning. Children are able to access a good selection of resources that enable them to practise their early mark-making skills, such as pencils, crayons and a selection of painting tools. They enjoy opportunities to plant, grow vegetables, and care for the pet rabbit, which promotes their understanding of the world.

The staff have implemented the required progress check for two-year-old children. All documentation is in place and shared with parents. Staff keep parents well informed about the life of the setting via the notice boards and through daily chats. Staff share the progress records regularly and parents are able to comment on their child's progress. This ensures a continuous learning environment flows from the setting to home and back.

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

Staff meet children's individual needs well because they get to know the children and work to promote an inclusive environment. Children settle well and are very happy and confident in the pre-school. A good key-person system is in place. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. Children enjoy the outdoor play opportunities; they happily played in the sand filling containers and pouring. Children enjoy climbing, sliding, and running around getting fresh air and exercise. Staff support the children well in developing their physical skills, which means children are able to practise a range of movements in safety.

Staff teach the children about how to stay safe. They discuss safety issues with the children and they learn why they should not run indoors, or throw the sand. Children also learn methods to help them share and take turns. Staff have good systems in place for behaviour management. Children are learning to behave well and play well together. They are developing relationships with each other and interact well throughout the setting. Staff teach the children about good hygiene routines as children are reminded to wash their hands after using the toilet and after messy play. Many children are independent and can manage their own toileting or put on their own coats before going outside. Good systems

are in place to inform staff of any health or dietary issues the children may have and staff keep thorough records of accidents. The pre-school provides a good variety of healthy and nutritious snacks for the children, and drinks are available throughout the session. Staff help support the children when they first join the pre-school. The pre-school has good links with the local schools the children will move on to. Staff welcome the teachers into the pre-school to visit and get to know the children. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on. This helps to ensure all the children have a successful move into school.

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

Staff welcome parents and children into a warm and friendly setting. Staff safeguard the children well because they prioritise their safety. Staff undertake safeguarding training and have a thorough understanding of child protection and their roles and responsibilities. This helps to promote children's welfare. The commitment of the staff team ensures there is good teamwork from all adults. This motivates them to work hard to offer children an environment where children can feel safe and secure. Clear procedures are in place for recruitment and vetting of staff, which helps ensure all adults working with children are suitable to do so. All staff take responsibility, use vigilance, and risk assessments to ensure children's health and safety, inside the pre-school as well as outside. Good systems for monitoring and evaluating the pre-school's practice are in place to enable continual improvement. Regular staff meetings ensure that information is shared and that all staff are included in the decision making. This enables them to take pride in their surroundings and enhances their practice. Staff promote equality and diversity well. The pre-school offers an inclusive environment where all children and parents are welcomed and supported by the staff.

A very good partnership between the pre-school and parents ensures key information is shared between them. Parents express confidence in the good standard of care, communication and their child's preparation for the future. They feel welcomed into the pre-school and praise staff for being friendly, accommodating and brilliant. Staff recognise the importance of having good relationships with the parents to help the children make good progress. Regular chats to staff and a parent notice board ensures they are kept well informed. The links with other providers for children who attend more than one early years setting are in place to ensure there is continuity in the children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY476516
Local authority	Hampshire
Inspection number	965746
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	34
Name of provider	Rebecca Warren
Date of previous inspection	not applicable
Telephone number	07590668451

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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.

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