

# Weaverham Little Bears Pre-School

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

<b>Inspection date</b>	17/11/2014
Previous inspection date	18/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	4
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

- Staff have a good knowledge and understanding of the Early Years Foundation Stage. They use this knowledge effectively to plan activities that support children as they move towards the early learning goals.
- Children settle well and enjoy their time in the pre-school. They feel safe and build strong attachments, which promotes their well-being and confidence.
- Children are effectively safeguarded because staff have a good understanding of their roles and responsibilities for the protection of children. They regularly update their knowledge and implement robust safeguarding procedures.
- Partnerships with other professionals are embedded in practice and children who speak English as an additional language receive well-targeted support.

### It is not yet outstanding because

- Staff do not always make the most of opportunities to further develop children's awareness of why good hygiene procedures are important, to ensure they have a growing understanding of how to keep themselves healthy.
- Opportunities for staff to learn from each other are not fully embedded in practice so that the good quality teaching is further developed.

## 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 activities in the main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the registered individual and manager of the pre-school and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Janet Weston

## Full report

### Information about the setting

Weaverham Little Bears Pre-school was registered in 1993 on the Early Years Register. The pre-school is privately owned. It operates from two classrooms within the University Primary Academy in Weaverham, Cheshire. The pre-school opens Monday to Friday, from 8.40am to 2.40pm, term time only. Children attend for a variety of sessions. There are currently 37 children attending who are in the early years age range. 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 who speak English as an additional language. The pre-school employs eight members of childcare staff. All hold appropriate early years qualification at level 2 to level 6. The pre-school receives support from the local authority. It has established links with local schools. The pre-school is a member of the Pre-school Learning Alliance.

### What the setting needs to do to improve further

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

- extend children's understanding of how to keep themselves healthy, for example, by developing clearer connections between hygiene practices, such as hand washing, and the reasons why they are important
- build on existing systems for the monitoring of staff's performance so that they are sharply focused on raising the practice of all staff to the highest levels, for example, by embedding the use of peer observations.

### Inspection judgements

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

Children are supported by enthusiastic staff, who have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff ensure they provide activities and resources to promote all areas of learning and development. Staff use their knowledge to organise the indoor and outdoor environments very effectively, ensuring that children are provided with challenge. For example, children use the outdoor area, playing in the mud kitchen making cakes. This is extended further when staff discuss cooking times with the children and together they access further resources to delicately decorate their cakes. Indoors, children are busy sailing their created ship, over the imaginary seas, to claim the treasure. They produce a map, using pens and crayons, making marks to indicate fish, rocks and sharks. The adventure continues with children scaring away sharks and fighting a fire aboard the vessel to claim their prize. Children clearly delight in their play, laughing with their peers and talking animatedly with the staff. Teaching practice is good across the pre-school and all children's learning and

development is promoted effectively. Children arrive happy, eager to play and engage with the friendly staff. They soon excitedly recall a recent train journey. Staff extend this discussion through skilful questioning involving colours, size and incorporating fast and slow trains. All children are provided with a good mix of adult-led and child-initiated learning. For example, three and four-year-olds take their pretend animals to the vet, where they use syringes, stethoscopes and bandages to extend their ideas. Staff ask these children open-ended questions about their animals to encourage them to become active learners. Children in the toddler room are engaged and well motivated. During registration, they discuss the resources available, eagerly choosing what they would like to play with. All children are developing their early writing skills, as they are encouraged to make marks indoors and outdoors and practise writing their names on their work. As a result, all children make good progress in their learning. The indoor and outdoor environment supports all areas of learning. Imaginative resources and spaces provide children with good levels of challenge, appropriate to their age and stage of development.

Staff take an active part in learning experiences, which inspire children to develop their language skills. For example, staff encourage younger children to discuss fields and animals during an activity, while giving children gentle prompts. Staff role model language and repeat questions so that children's understanding of new words is enhanced. Children are eager to discover new things, learn to carefully listen and capably follow instructions. Consequently, children are acquiring the skills, attitudes and dispositions they need in readiness for school. Staff talk to children throughout the activities and they enjoy reading stories together, which supports children's communication and language skills. Stimulating displays of children's work, throughout the pre-school, give children a sense of being valued. This results in their confidence and self-esteem being well promoted. Children enjoy joining in number rhymes and action rhymes enhancing their physical skills. Furthermore, staff encourage children to count as they wait for their friends to join the group and line up. This effectively introduces children to numbers during play activities and daily routines. Children who speak English as an additional language are supported by using visual pictures to support their understanding, incorporating different languages in room displays. Staff work with parents to find out about children's backgrounds so they are well informed. Therefore, activities are planned to securely build on what children know and can do. Staff and children celebrate a range of festivals to support children's understanding of diversity.

Staff understand the importance of working in partnership with parents to support children's learning. Staff gather a range of information from parents during initial meetings about what children can do and what they already know through an All about me document. This ensures staff form an accurate and detailed baseline assessment of each child's starting points. Effective systems are in place for assessment and planning, which demonstrate how the next steps in children's learning will be promoted, to ensure teaching builds on what children already know. Staff plan for individual children's developmental stages and interests. They share information with parents on a daily basis, speaking to them about what the children have been doing during the day. Staff welcome the views of parents, so that they can meet children's care and learning needs. Methods of communication are used well. For example, parents have access to an information board, daily diaries and parent questionnaires. Staff regularly share children's assessment information with parents. They complete regular progress reports for children, including

the progress check completed between the ages of two and three years. These are detailed and provide parents with an informative summary of their children's progress. Parents are involved in home learning, through play-and-stay sessions and are very complimentary about the pre-school.

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

Staff create a welcoming environment where children are happy and confident to leave their parents. There is an effective key-person system in place throughout the pre-school. Each child is assigned a key person and this is shown on a display to inform parents, so they know who to speak with if they have a concern. Children form close emotional attachments with their key person and they develop strong friendships with their peers. All children receive comfort if they become upset. For example, children who may find it difficult to separate from their parents are supported through effective communication, attention and praise, which enable them to settle quickly and engage in play. Furthermore, when children become ready to move to the next room, staff support them emotionally by sharing information and taking them on gradual visits. Therefore, children are confident to move to a new environment and their emotional well-being is promoted well.

Children demonstrate excellent behaviour, which is influenced by the positive role modelling of staff. They give support and guidance that helps children behave well. They remind children to be kind to each other and help children display positive behaviour, for example, when sitting down for registration and taking turns during activities. Children quickly become familiar with the routines and expectations of the pre-school. Staff are informed about children's care needs, as parents are asked to complete documentation about likes, dislikes and individual needs prior to admission. Children's independence, in general, is promoted through daily routines and they manage their self-care needs well and in-line with their age and stage of development. They are aware of the need to wash their hands before snacks. However, they are less clear about why they wash their hands, which means that their understanding of how to keep themselves healthy is not fully extended. Children are offered a range of healthy snacks, such as fresh fruit and yogurt. Older children serve themselves, competently pouring their own milk or water and younger children all eat together. Furthermore, older children have the opportunity to clean their own teeth, which enhances their self-care skills.

Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. Children show their feelings of security as they readily smile, laugh and giggle in staff's company. Comprehensive risk assessments ensure that all areas and equipment are fit for use. There is an excellent range of resources, available to all children, which are stored at their height. Children choose where and how they want to play, which supports their emerging independence. Staff provide regular outdoor play opportunities for children and they have some opportunities to take risks. For example, they climb on different sized equipment outdoors. Staff ensure children are safe by supervising them well. Very good links with the host school help children become familiar

with the school site and many aspects of school life. For example, reception class teachers are invited to visit children in the pre-school and children attend events in the school.

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

The manager and staff work well as a team. Staff have a secure knowledge of effective safeguarding procedures and are aware of the appropriate authorities to contact, should they be concerned about a child's welfare or the behaviour of member of staff. The pre-school keeps records of accidents, medication administration and attendance, which helps staff to protect children and promote their welfare. Suitability checks are carried out on all staff and there are robust recruitment and selection procedures in place to ensure that all staff are suitable to work with children. Practice is carefully observed to ensure children are protected, for example, ratios and room numbers are adhered to, so that children are well supervised. Staff request visitor identification and record this in the pre-school's visitors' book. The pre-school has an extensive range of policies and procedures in place to help staff keep children safe. These are regularly reviewed and implemented consistently across the pre-school. Furthermore, the pre-school operates a policy that prohibits the use of mobile phones and cameras in the pre-school. All of the required documentation relating to children and the safe organisation and management of the pre-school is in place and is comprehensive. Staff have paediatric first-aid training and are confident in dealing with issues that may arise. Consequently, children are cared for in a safe environment.

The manager and staff demonstrate a clear understanding of their responsibility to meet the learning and development requirements of the Early Years Foundations Stage. Teaching is consistently good and ensures that children's learning and development is given high priority. Staff are well qualified and as a team they consistently plan for and monitor children's learning and the experiences they provide. Management are keen to evaluate their provision and continually make improvements. They aspire to improve the pre-school and have implemented all previous actions. For example, ensuring 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. Furthermore, all staff follow an induction and annual appraisal process, along with regular supervision meetings that accurately assess the quality of training. However, although staff have begun to carry out peer observations, these are not yet fully embedded in management systems to further enhance the practice of staff through honest and critical reflection. Nevertheless, management monitor the quality of the teaching in the pre-school, as part of the supervision process. As a result, the plans for professional development ensure that any weaknesses or inconsistencies in the quality of teaching are quickly addressed. Management make the most of effective tracking systems in place, to monitor planning and assessment to ensure staff are fully aware of the progress their key children make. This promotes further the identification of any emerging gaps in children's development, which are recognised swiftly. In addition, staff know how to complete the progress check for children aged between two and three years.

Partnerships with parents are well promoted. Staff liaise with parents on a daily basis to inform them of activities and observations noted. Staff seek the views of parents and children and use these to make changes. This demonstrates how staff are committed to improving their provision to ensure children's needs are fully met. They get to know parents well and seek to support them in any way possible. For instance, they find out about any significant events in children's lives and build in activities or discussions to help support children as they face changes. Parents reported they thought the pre-school is 'excellent' and all the staff did a 'fantastic job'. Staff actively seek the help of outside agencies to support children who speak English as an additional language. Links with other agencies, such as the local authority, are established and accessed as required, to support children's needs. Children are very well prepared for the next stage in their learning and development because staff support them in making the move to school.

## 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

<b>Unique reference number</b>	305417
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	984567
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Karen Wilson
<b>Date of previous inspection</b>	18/07/2014
<b>Telephone number</b>	01606 852148

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## Type of provision

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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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