

Little Bears Pre-School

Roseberry Cp School, Roseberry Crescent, Great Ayton, MIDDLESBROUGH, Cleveland, TS9 6EP

Inspection date	18/12/2014
Previous inspection date	12/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are highly motivated to learn. This is because staff plan a rich and varied curriculum, which takes into account children's interests, individual needs and stages of development. As a result, children make rapid progress from their starting points.
- Parents are exceptionally well included in their child's learning because staff know the importance of working with parents to give children the best possible start in life. As a result, children's learning is continually consolidated by staff and parents.
- Children have formed very good relationships with staff. As a result, they thoroughly enjoy their time in the setting, have very high levels of confidence and are often reluctant to leave at the end of the session.
- Staff have a thorough understanding of their roles and responsibilities to safeguard children. They regularly refresh their safeguarding training and know how to recognise the indicators of abuse and neglect. Consequently, children are protected from harm.

It is not yet good because

- Children's safety and well-being is compromised because there are no staff with current paediatric first-aid qualifications employed at the setting. This is a breach of legal requirements.
- On occasion children are not always reminded to wash their hands in order to reduce the possible spread of infection.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the classroom and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the manager, staff, parents and children.
- A range of documents were inspected, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, risk assessments, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Little Bears Pre-School was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in modular building in the grounds of Roseberry Primary School in Great Ayton, North Yorkshire and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs two members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 3. The setting opens Monday to Friday 8.45am until 11.45am and 12.15pm until 3.15pm on Mondays, term time only. Children attend for a variety of sessions. There are currently 21 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure at least one member of staff has a current paediatric first-aid certificate and is on the premises and available at all times that children are present.

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

- improve children's health and reduce the possible spread of infection, for example, by encouraging children to wash their hands after they have wiped their noses.

Inspection judgements

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

The quality of teaching is outstanding. Staff know children extremely well and plan meticulously for their individual needs. Staff carefully observe children, hold discussions with them and their parents and know what their interests and stages of development are. Consequently, staff plan a wide variety of activities and ensure learning opportunities are available for all children in order to support them to make optimal progress. Staff become engrossed in children's play, supporting their learning as they offer ideas, listen to children's thoughts and challenge children's thinking. For example, children begin to make a train track before staff offer the idea of making a bridge to go over the track. Children gather tubes and critically think about how to make the bridge stable. This is extended as they make ramps for cars and begin to test how fast cars travel using different surfaces to test their theories. Children are excited about their learning and demonstrate high levels of concentration and motivation. They are very well prepared for school and exude the

attitude required for successful learning. Staff teach children the skills needed for their move to school. For instance, children's independence is developing very well as they dress themselves in coats, hats and boots for outside play. During small group time children engage with their favourite stories anticipating the ending to the story and answering open-ended questions using their vivid imaginations. Children are learning how to recognise their names and are confident in recognising and sounding out letters in the environment, demonstrating excellent early literacy skills. In addition, children count freely to 10 and staff use routines to discuss mathematical concepts. Children enjoy their time in the setting and they are reluctant to leave at the end of the session.

Staff constantly observe children during play and plan their next steps in learning. Staff tailor activities to meet their individual stages of development and know children impeccably well. Observations of children are linked to the different ways they like to learn and this means staff are able to facilitate their learning to a very high standard. Regular assessments are completed for children and shared with parents. Comments regarding children's development are written by parents and kept in children's individual learning files. In addition, parents are supported to understand the Early Years Foundation Stage and the benefits of play based learning. Staff talk through children's capabilities with parents when they commence in the setting and they liaise regarding ways in which children's learning can be supported further at home. Furthermore, each parent is provided with a copy of the Early Years Outcomes document in order to understand children's developmental milestones. Staff talk them through how their child is developing, including any concerns, and provide parents with ideas to create learning environments at home. As a result, parents are exceptionally well involved in their child's development.

Each child's individuality is celebrated and staff are clearly passionate about supporting each and every child to reach their potential. All children are fully included in activities and staff understand their personalities and how they learn best. For example, children who enjoy lying on the floor to play with cars and trains are afforded space and time to explore and investigate resources fully from their preferred learning position. Children with special educational needs and/or disabilities are superbly supported in their learning. Individual education plans are created by staff and other professionals working with them. Targets are challenging but achievable, ensuring all children are working towards achieving their next steps in learning. The excellent ways staff teach children and understand their unique personalities and individual needs mean that all children are making rapid progress from their starting points.

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

Children's safety and well-being is compromised because there is no member of staff with a current paediatric first-aid certificate employed at the setting. Staff are knowledgeable about how to deal with minor injuries and illnesses. However, their qualification expired several months ago, which is a breach of legal requirements. Children's health is promoted through healthy snacks provided by staff. A range of fruit is offered to children at each session and staff offer new experiences and tastes of exotic fruit while reading books about healthy eating. Children wash their hands prior to snack time but, on occasion,

children are not reminded to wash their hands after they have independently wiped their noses, therefore not always preventing the possible spread of infection.

Children have made extremely strong attachments with staff. This is because staff ensure children are emotionally supported exceptionally well at all times. For example, when settling-in, children are given numerous sessions to adjust to life in the setting. They are assigned a key person, although both members of staff know all children's individual needs, in order to always meet them well. Parents are requested to stay with children while they are settling to help them adjust to the new environment and until staff feel they know everything they need to know about children's care needs and personalities. Consequently, children settle very quickly and have high levels of confidence and self-esteem. Parents feel very welcome and involved in their child's time in the setting, as they liaise daily with staff and talk about all aspects of children's learning and home life, in order for staff to understand and support them and their child. Parents are also supported by staff to ensure they are also emotionally prepared for leaving their child. As a result, partnership working is very strong. Children are also very well supported in their move to school. Staff accompany them on visits in the summer term and children who need additional emotional support to settle into school life are given extra time and are often accompanied to lunch. This means children build their confidence slowly, adjusting to their new place of learning.

Children's behaviour is excellent. This is because staff engage them in learning opportunities and support them to know the behaviour expectations of the setting. Children are praised for their hard work, effort and achievements. This further promotes their confidence and self-esteem. Children work cooperatively with each other, involving their friends in their play. Children with challenging behaviour at home, behave very well in the setting. This is because staff understand what triggers their negative behaviour and they ensure that all triggers are minimised. This results in children who are thoughtful, kind and caring towards each other and staff. Children are also learning how to keep themselves safe. They ask staff for help and support when needed and understand an adult needs to be outside to supervise them while they play. They use equipment safely while also taking small, calculated risks in their play. For example, they use static wooden climbing frames and balance beams outside to develop their agility and coordination. This supports children's physical development very well.

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

Staff fully understand their role and responsibility to protect children from harm. They attend regular safeguarding training, know who to contact with any concerns and are knowledgeable about the different types of abuse and the indicators of abuse. This means children are very well protected in the event of a child protection concern. However, children's safety is compromised because the manager's paediatric first-aid qualification has expired. This means there is no one on the premises with a current paediatric first-aid qualification. The manager and her member of staff are booked on training next month. However, this is a breach of the requirements of the Early Years Foundation Stage and also a failure to meet requirements of both parts of the Childcare Register. Staff conduct

regular risk assessments of the premises and ensure the doors are locked. This prevents any unauthorised visitors gaining entry or children leaving unsupervised. Children are supervised very well. Staff ensure registers of children's attendance are accurately maintained and always know how many children are present in the session. Children are further safeguarded because the manager follows a robust recruitment and vetting procedure. References are obtained and staff must be suitable before being offered employment. In addition, all staff are subject to an enhanced Disclosure and Barring Service check to ensure they are suitable to work with children.

Staff are extremely passionate about providing children with the best possible start in life. They attend numerous training courses to develop their knowledge and skills and confidently discuss what they have learnt and the positive impact training has on children in their care. Staff observe each other and offer constructive criticism in order to build on their already excellent teaching. The manager monitors the planning and the practice of her member of staff. Weekly monitoring meetings are held where they discuss children's needs and moderate children's development files, ensuring they are informative and of a high standard. This reflective practice means the environment and planning of activities is regularly changed to provide a highly stimulating environment for children to thrive in. Furthermore, the manager has a very positive attitude to setting targets for herself and staff. She has evaluated the whole provision and knows the strengths and weaknesses of the setting. She works harmoniously with her member of staff and they have worked very hard to address recommendations from the last inspection, which include evaluating practice thoroughly. As a result, the capacity to improve is excellent.

The manager works tirelessly to provide children with high quality care and education. She works with many other professionals and attends meetings to discuss children's learning and welfare. Professionals involved with children, such as speech and language therapists, social workers and educational consultants, visit the setting regularly. The manager welcomes their advice and support, involving parents completely in the process. As a result, all parties work cooperatively to support children to make rapid progress in all aspects of their learning and development. Parents are highly complimentary about the setting and staff. They feel staff are always there for them and supportive. As a result, partnerships with parents and others are exemplary.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register).

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	EY357840
Local authority	North Yorkshire
Inspection number	857539
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	21
Name of provider	Little Bears Pre-School Partnership
Date of previous inspection	12/05/2009
Telephone number	07717 791960

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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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