

# Bears Den Pre-School

Ministry of Defence, Donnington, TELFORD, Shropshire, TF2 8JT

<b>Inspection date</b>	07/01/2015
Previous inspection date	19/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The quality of teaching is good and staff have a good understanding of how children learn. Children are motivated and engaged in their activities, which means they make good progress in their development.
- Partnerships with parents, schools and providers who may be involved in the care and learning of the children are effective. This helps parents to support their child's learning in the pre-school and to continue this at home.
- Children are very happy and form good relationships with the attentive staff who know them very well. Children's behaviour is good. As a result, children's emotional well-being is supported.
- The leadership and management of the pre-school are good. Staff have a secure knowledge of child protection and are clear about procedures to be followed to report any concerns they may have about a child in their care.
- A culture of continuous improvement is fostered. Management has a good understanding of the strengths and weaknesses of the pre-school and involves staff, children and parents in the pre-school's self-evaluation.

### It is not yet outstanding because

- At times, during the free-flow play sessions, new children and children with special education needs and/or disabilities do not always benefit from the rich learning opportunities available.

## 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 looked at a selection of children's assessment files and discussed the children's progress with their key persons.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector observed play and learning activities and spoke to staff and children indoors.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Karen Laycock

## Full report

### Information about the setting

Bears Den Pre-School was originally registered in 1994. It was re-registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in demountable premises on the Ministry of Defence site in the Donnington area of Telford and is managed by a partnership. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications, nine at level 3, one at level 2 and one is an apprentice. The pre-school opens from Monday to Friday during term time from 9am to 1pm. On Tuesdays and Thursdays the pre-school is open until 3pm. Children attend for a variety of sessions. There are currently 53 children attending who are in the early years age group. The pre-school 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 further improve the quality of the early years provision the provider should:

- review the organisation of the free-flow play sessions to ensure that new children and those with special educational needs and/or disabilities consistently benefit from the rich learning opportunities available.

## Inspection judgements

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

Staff are very enthusiastic about their work and ensure that children are provided with a range of interesting and challenging experiences. Children learn through activities, both indoors and outside, that cover the seven areas of learning well. Staff gather information from parents prior to children starting at the pre-school. This includes children's interests, what they know, like and can do. This information is used to carefully plan activities to support children's interests and learning preferences. Children's progress is monitored through detailed and regular observations and assessments. Staff ensure that these are shared with parents so that they are kept well-informed of their children's progress. The progress check for children aged between two and three years is understood by staff and completed in a timely manner. This means that any gaps in children's learning are quickly identified and targeted. If necessary, staff can seek advice and support where early intervention is needed. Parents are encouraged to join in play-and-stay sessions at the pre-school. This helps parents support their child's learning in the pre-school and to continue this in their home environment. Staff work closely with parents and a range of health professionals to support children with special educational needs and/or disabilities. Staff regularly work with children on a one-to-one or small group basis as necessary and focus on promoting their next steps in learning. Because of this all children make very

good progress at their individual levels. As a result, children's needs are fully met and they are included in all of the activities.

Teaching is good as staff are constantly attuned to what the children are doing and when it is appropriate to intervene to support and extend their learning opportunities. Enthusiastic staff constantly observe children during play and routines to note their current interests and abilities. These sharply focused observations are used to plan purposeful learning opportunities to move learning forward. Consequently, children become eager and motivated learners and are well-prepared for their eventual move on to school.

The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible toys. Children help themselves to resources, which are freely available, such as pencils, pens and crayons, to draw pictures of what they see and to make marks. This supports their small physical skills and promotes their early writing skills. Staff join children in their play and foster their language development through many conversations. During a sensory activity a child puts some foam on their chin. The staff use this opportunity to ask the children searching questions, such as 'is that what daddy does at home?' This prompts children to talk about things they and their families do at home, their visits to the barbers shop and other personal experiences. This helps to promote their thinking skills and language development. The children learn to listen attentively to each other. This develops children's communication and language skills as they extend their vocabulary. As children explore shaving foam, staff take this opportunity to reinforce the shapes that the children have recently learned. Children's early mathematical development is promoted well during daily routines and spontaneous conversations between staff and children.

Children have free access to many books to ensure that they see words in print and to promote their early literacy skills. Children are supported to develop their knowledge of technology as they use computers in the pre-school. As a result, children show increasing skills in using the mouse to navigate the cursor around the computer screen. However, the organisation of the free-flow play sessions sometimes mean children who are new and those with special educational needs and/or disabilities do not always benefit from the rich learning opportunities available. Children are encouraged to learn to share toys and play together in preparation for the later move on to pre-school and school. As a result, children make good progress in their personal and social development skills. Children demonstrate that they are confident and are developing the skills and attributes they need to be ready for school. For example, they demonstrate listening skills and learn to follow instructions as they help to tidy away the toys to prepare for lunchtime.

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

Children are happy and settled-in this warm and friendly pre-school. This is due to the good relationships they build with their key person and other members of the team. Staff form positive relationships with parents too. This secures children's emotional well-being and so they are happy to attend and confidently separate from their parents on arrival. In addition, this supports smooth transitions as children move rooms within the pre-school and eventually on to school. Children enjoy choosing their own resources. This builds their

confidence and enhances their learning opportunities. Children enjoy good conversation at snack and mealtimes. This helps them to understand the importance of a healthy diet, as staff encourage discussions about foods that are healthy and those that are not. Staff work in partnership with parents to ensure that children bring healthy foods in their lunch box. Staff ensure that all children enjoy daily outdoor play, so that they benefit from regular fresh air and exercise. Consequently, children are developing a secure understanding of the importance of healthy lifestyles.

Children's understanding of how to keep themselves safe is promoted during play and routine tasks. For example, staff explain to children why they need to pick up toys from the floor to avoid tripping over them. Staff constantly give the children lots of praise for what they have achieved and the children respond with big smiles. This is because staff are good in building children's confidence so that children feel valued. Additionally, displays of the children's work and photographs of them showing the skills they have used help to support their developing self-esteem and sense of belonging. Staff are skilled in the way they manage behaviour and, consequently, children behave well. Staff are good role models and demonstrate to children how to ask for things politely and to use good manners to each other. Staff remind children to take turns. These important personal skills in managing emotions and developing positive relationships support children well towards their next stage of learning, such as school.

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

Staff have a sound understanding of the safeguarding and welfare requirements. All of the required checks are made to ensure staff are suitable to work with children. Staff knowledge of how to safeguard children is good and they know how to promptly refer any concerns about a child's welfare. Management undertake risk assessments for the indoors and outdoors environments and for all outings. They review these regularly to ensure that they meet current needs of the children attending. This means that the children are safe and secure in the pre-school.

Management and staff demonstrate a secure understanding of how children learn and develop. Staff use their professional skills well to plan and monitor a programme of activities that cover the seven areas of learning in depth. The quality of teaching in this pre-school is good. Management and staff evaluate their practice, taking account of the views of parents obtained by daily discussion. Staff listen carefully to children and encourage them to express their likes and dislikes during group discussions and every day conversation. This enables them to adapt their practice to meet all children's needs. Planning and learning journey records are easily accessible to parents and they are kept up-to-date regarding children's activities and progress. Children's progress is regularly assessed and tracked to ensure any gaps in children's learning are quickly identified and acted upon. Children with special educational needs and/or disabilities are extremely well supported as staff work well with parents and professionals from other agencies. Staff provide parents with a daily verbal account of what the child has learned, which enables parents to continue children's learning at home. Consequently, all children are supported well to make the best possible progress in their learning and development.

The pre-school's evaluation reflects the views of children, parents and staff as well as ongoing support from the local authority. Consequently, planned actions to remove any weaknesses are consistent and effective. Management and staff demonstrate a commitment to continuous professional development. They attend a variety of training courses to enhance and update their knowledge and skills to meet the needs of the children attending the pre-school. Required documentation is well-maintained. Staff work closely with parents, the local authority and other early years providers that children attend to share best practice and support children's continuity of learning. Parents speak highly of the pre-school. Comments include 'we couldn't be happier, 'I can see how much progress my child is making' and 'I am kept fully informed about my child's time here'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY381013
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	977120
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Bears Den Pre-School Partnership
<b>Date of previous inspection</b>	19/05/2014
<b>Telephone number</b>	01952672506

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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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