

Little Bears Pre-School

Stadhampton Primary School, Cratlands Close, Stadhampton, Oxford, Oxfordshire,
OX44 7XL



Inspection date	4 March 2015
Previous inspection date	28 November 2011

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

Summary of key findings for parents

This provision is good

- The quality of teaching across the pre-school is good. Staff provide a broad range of well-planned activities for children which supports them to make good progress in their learning.
- Regular staff training ensures that they are knowledgeable about safeguarding policy and procedures, which helps keep children safe.
- The outdoor learning environment is appealing and well thought out for all children to enjoy. It is well resourced with a good range of equipment and activities to promote all areas of learning.
- Strong partnership between parents and the pre-school staff ensures that parents are well informed about their child's development.
- The provider and leaders have good systems to identify effective action plans that continually improve outcomes for children.

It is not yet outstanding because:

- The presentation of books does not inspire children to practise reading as part of their freely chosen play.
- At times, the organisation of group sessions results in younger children becoming restless and does not always provide sufficient challenges for older, or more able, children.

What the setting needs to do to improve further

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

- enhance the presentation of books to make them easier, and more inviting, for children to choose independently
- review arrangements for group sessions in order to provide good levels of challenge and engagement appropriate to children's ages and stages of development.

Inspection activities

- The inspector observed children playing inside and outside.
- The inspector checked safeguarding information and the premises.
- The inspector observed staff and talked with them about children's care, learning and development.
- The inspector sampled documentation, including policies and procedures and children's development records.
- The inspector spoke to staff, parents and children present on the day of inspection and took account of the pre-school's self-evaluation.

Inspector

Amanda Perkin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Monitoring and tracking of children's progress is good. Staff make regular observations of children's development, which enable them to plan effectively to challenge children and prepare them well for school. Staff support and extend children's language and communication well. Children with English as an additional language are well supported and make good progress. Group discussion times provide good opportunities for children to express their ideas. However, story times are less successful as younger children become restless and challenge for the older children is limited. Staff make good use of daily routines to broaden children's learning. For example, children count how many people are present and find the corresponding numerals. This supports children's mathematical development. Staff organise the pre-school effectively, with good-quality resources and activities, which enable children to make independent choices. However, children do not always have access to a rich range of books for them to independently select, to stimulate their literacy development during free play.

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

Children are well cared for and safe in this calm, welcoming environment. Children share warm relationships with the staff, which gives them a strong sense of belonging. Adults model positive behaviour and gently remind children of the rules. As a result, children behave well. Staff support children with developing good social skills, such as sharing and taking turns. Staff teach children self-help skills so children can take care of their own personal needs. Children are developing their skills to be independent as they pour their own drinks and select their own fruit at snack time. Children learn the benefits of exercise and healthy eating. Children enjoy the large outside area and the sessions held twice a week at the Forest School. They explore the environment, discover the natural world and make dens. Consequently, children who learn best outside have good opportunities to do so.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. They implement comprehensive policies and procedures to safeguard children. Regular staff supervision by the leaders helps identify appropriate staff development and find better ways of working. This forms part of their self-evaluation, along with parents' questionnaires. Staff attend training in first aid, to enable them to deal with accidents and other emergencies quickly and efficiently. Staff maintain strong partnerships with the local school in the same setting, as well as other relevant external agencies. These close partnerships help to ensure continuity in each child's care and learning.

Setting details

Unique reference number	EY271846
Local authority	Oxfordshire
Inspection number	837329
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	17
Number of children on roll	31
Name of provider	Little Bears Pre-School Committee
Date of previous inspection	28 November 2011
Telephone number	01865 400 033

Little Bears Pre-School registered in 2004 and is managed by a committee of parents and carers. It operates from purpose-built premises within the grounds of Stadhampton Primary School, in the village of Stadhampton, in Oxfordshire. The pre-school is open each weekday, during term time, from 9am until 3pm. There are four members of staff who work a variety of sessions during the week. Of these, three have appropriate early years qualifications at level 3 and above. The pre-school receives funding for the provision of free early education for children aged three and four.

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