

Bicknor Bears Day Care Centre



English Bicknor C of E Primary, English Bicknor, COLEFORD, Gloucestershire, GL16 7PG

Inspection date

7 May 2015

Previous inspection date

8 October 2009

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

- Staff provide a stimulating learning environment, both inside and outdoors, which enables all children to initiate their own play and become independent learners. Significant improvements have been made since the last inspection to create an exciting outside play area for children.
- Staff are welcoming and children are well cared for by staff who know them and their families well. Staff develop positive relationships with parents, which support children's confidence and sense of belonging. Children are happy and settled.
- The quality of teaching is good and, for pre-school children, very good. Staff plan activities to meet children's individual needs and interests, and tailor their planning and teaching to reflect them. This results in children making good progress in their development, ready for the next stage in their learning, such as school.
- Children are well safeguarded because staff have a good understanding of how to keep children safe and secure. They attend regular training to keep their skills and knowledge up to date. Daily risk assessment procedures are robust.
- Leadership and management demonstrates a sound commitment to promoting high-quality provision. There are effective systems in place to reflect and monitor practice. Trustees, staff, parents and children contribute to the setting's plans for improvement.

It is not yet outstanding because:

- The quality of teaching for younger children is not yet outstanding because staff do not seize all opportunities to promote their learning.

What the setting needs to do to improve further

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

- strengthen staff interactions with the youngest children to seize all opportunities to promote their learning and development further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector had discussions with the chair of the trustees, the manager, staff, children and parents.
- The inspector invited the manager to undertake a joint observation.
- The inspector sampled a range of documentation, including children's records and planning, a range of policies and procedures, and the setting's plans for the future.
- The inspector checked evidence of suitability checks and qualifications of staff working with children.

Inspector

Jan Harvey

Inspection findings

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

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Teaching is good, particularly for the pre-school children, and links with the on-site primary school are strong. Children eagerly participate in making cards for family members. They talk about the materials they need, choose mark making tools, learn to recognise numbers and attempt to write their names. As a result, children learn to share, cooperate and communicate with others, understand that print carries meaning and use simple mathematical language. Staff are on hand to support the children, encouraging them to try things for themselves and persevere at new skills, such as using scissors. However, occasionally staff miss some chances to fully support the younger children's learning. For example, in some activities and conversations, such as circle time and snack time, staff allow older children speak over the younger ones or count for them.

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

Key-person arrangements of the small, dedicated staff team ensure children's individual learning and well-being needs are provided for. Children quickly become engaged in their play on arrival because staff arrange exciting activities and resources based on children's interests. For instance, staff turned the role play area into a princess castle, a hospital and a shop. Children learn to consider the needs of others and behave well. Staff provide positive role models, and calmly and consistently remind children about the setting's rules. Staff play alongside children, helping the younger ones understand how to behave and play safely. The outdoor environment is inviting, with a wide range of equipment to promote children's physical skills. As a result, children thoroughly enjoy being out in the fresh air. Children's good health is further promoted through the provision of fresh fruit and raw vegetables at snack time, and fresh water to drink. Therefore, children's physical well-being is promoted well.

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

The manager motivates the staff team well and monitors the quality of practice effectively to ensure it is consistently good. Staff receive ongoing supervision to meet and identify training needs, and benefit from regular appraisals with the chair of the trustees. Recent training has improved staff's planning to reflect children's individual needs more closely. All staff have a good understanding of their responsibilities to safeguard children. Staff implement policies and safe working practices effectively to support children's health, safety and well-being. Effective tracking of children's progress means any potential learning needs are recognised and met quickly through good partnership working with other professionals. Parents comment that their children greatly enjoy coming to the setting and that they are kept well informed.

Setting details

Unique reference number	EY397606
Local authority	Gloucestershire
Inspection number	989838
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	9
Name of provider	Bicknor Bears Charitable Trust Committee
Date of previous inspection	8 October 2009
Telephone number	01594 860 205

Bicknor Bears Day Care Centre registered in September 2009. It is situated in the grounds of English Bicknor Church of England Primary School. The centre is open all day Monday, Tuesday, Wednesday and Thursday from 9am until 3pm during term time. Four members of staff are employed. One member of staff holds Qualified Teacher Status. Three staff hold a relevant childcare qualification at Level 3.

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