

Learning Bears Pre-School

The Methodist Church Hall, Green End Road, Sawtry, Huntingdon, Cambridgeshire,
PE28 5XA



Inspection date

10 June 2015

Previous inspection date

12 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 children are happy in this friendly pre-school, and form close bonds with warm and caring staff. Children have confident attitudes, and clearly feel safe and secure.
- Staff have a good understanding of the signs and symptoms of child abuse. They have regular training on safeguarding procedures and know how to record and refer any concerns about children's welfare. This means children are protected well.
- The owner and staff demonstrate a strong commitment to providing a good quality provision. They have an open-minded attitude towards change and improvement, enabling them to explore new ways to promote children's good progress.
- Children are well prepared for school because staff promote their independence skills well. They are encouraged to undertake practical tasks, such as tidying away their toys and preparing snacks, which develops their self-reliance.
- Staff skilfully support children's communication and language skills through interactive conversations. Children develop a keen interest in stories and books, and enjoy learning how words are formed in fun ways, such as songs that emphasise the sounds of letters.

It is not yet outstanding because:

- Staff do not always take full advantage of early meetings with parents to obtain information about children's home experiences and focus on their learning needs.
- Staff do not consistently extend and deepen children's learning through effective questioning, such as asking children how and why things happen.

What the setting needs to do to improve further

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

- review methods used to collect initial information from parents so that they are all able to contribute what they know about their children's home experiences, enhancing planning for children's learning from the outset
- enhance the quality of teaching further by extending the use of effective questioning to promote children's thinking, enabling them to think about how and why things work and happen.

Inspection activities

- The inspector observed the children at play indoors and outside and looked at the toys and resources available to them.
- The inspector conducted a joint observation with the owner and had regular discussions with her at convenient times during the inspection.
- The inspector spoke to staff and observed their interactions with the children and had discussions with some parents.
- A range of documents were looked at, including evidence of staff suitability, training records, some policies and procedures and the action plan for improvement.
- The inspector looked at children's development records and spoke to staff about how they observe children and plan for their learning.

Inspector

Veronica Sharpe

Inspection findings

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

Staff know children well, and have a good understanding of their interests and learning needs. They have fun with children and join in their games, such as follow the leader over hoops in the outdoor area. A wide range of resources is available to the children and they have ample opportunities to explore them independently. Staff use their good teaching skills to ignite children's interest, such as commenting on an aeroplane flying overhead. They count beans out loud with children to promote their mathematical skills and encourage them to think about more or less concepts when playing with sand. At times, staff overlook opportunities to question children as effectively as possible, such as asking why the water flows down the tube. Staff observe the children and carry out regular reviews of their learning to ensure activities meet their individual learning needs. Parents have frequent opportunities to look at their children's records and talk to staff, which helps to promote a consistent approach to children's care and learning.

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

Staff develop good relationships with parents; who say that staff are 'warm and welcoming', and 'ongoing information is shared well'. Parents are encouraged to complete forms about children's care and learning needs when they first start, and most do so. However, there is occasionally a lack of flexibility in enabling parents to use other methods, such as email or having home visits. Children learn caring attitudes from staff and know how to behave well. They manage their self-care confidently and understand why, for example, they must wash their hands after outdoor play. They enjoy sociable snack times and sample a good range of healthy fruit and vegetables. Children use the outdoor area daily and have a good range of experiences that support their physical development. For example, they jump off of boxes into hoops.

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

Since the last inspection the owner and staff have worked hard to significantly increase the quality of teaching to ensure all children make good progress. The owner has begun to use her qualifications effectively to support staff and evaluate the overall quality of the provision. Staff have reviewed the way they plan for children's learning and deploy the toys and resources. Staff benefit from in-house training and have gained confidence in their teaching abilities. As a result, children thoroughly enjoy their time in the setting and their learning is effectively promoted. Recruitment procedures are thorough to ensure staff are suitable and have appropriate skills. The owner has instigated regular meetings with staff to ensure training needs are identified and addressed. For example, staff have attended courses to increase their understanding of children with special educational needs and/or disabilities. Effective partnerships with local schools help to ensure children move on happily when the time comes.

Setting details

Unique reference number	EY382397
Local authority	Cambridgeshire
Inspection number	980087
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	17
Name of provider	Diane Stella Burcham
Date of previous inspection	12 June 2014
Telephone number	07811072670

Learning Bears Pre-School has been registered since 2008 and is privately owned. It operates from a church hall in Sawtry, Cambridgeshire. The pre-school employs four members of childcare staff, including the owner who is also the manager. Of these, two hold appropriate qualifications at level 3. The owner holds a qualification at level 5. The pre-school is open during school term times from 9am to 3pm on Monday, Wednesday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs and/or disabilities.

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