

Little Bears Pre-School

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



Inspection date

Previous inspection date

7 December 2015

18 December 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff are very committed to ensuring high standards of provision and care. They regularly access training and development courses and work closely with partners to ensure children's additional needs are met.
- Staff teach, support and encourage all children well. As a result, children are motivated, engaged and stimulated. They use their imagination very well to extend their play and learning.
- Relationships are a particular strength of the setting. Staff ensure a very nurturing environment where children feel secure and settled. Consequently they form strong friendships with staff and their peers.
- Rigorous monitoring of individual children's progress ensures that staff know the children well. They plan effectively for the next stage in their development, which supports all children to make good progress.

It is not yet outstanding because:

- Existing systems for self-evaluation and action planning do not support leaders and staff to fully understand how to achieve the outstanding standards they are working towards.
- Although there are appropriate recruitment and vetting procedures in place, including obtaining enhanced criminal records disclosures for staff working with children, the procedure is not consistently implemented in a timely manner.

What the setting needs to do to improve further

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

- ensure identified areas for development are always robustly planned for, and improvements stringently monitored, to support leaders and staff to achieve their goal of becoming an outstanding setting
- ensure enhanced criminal records disclosures are obtained in a more timely manner, in respect of every person aged 16 and over who works directly with children.

Inspection activities

- The inspector observed activities in the main play room as well as the outside play area and assessed the impact the quality of teaching has on children's learning.
- The inspector spoke to the manager, members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the view of a parents spoke to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures, self-evaluation and improvement planning documents.

Inspector

Elaine McDonnell

Inspection findings

Effectiveness of the leadership and management is good

Staff work very well together as a strong team. They have high expectations of what all children can achieve and work closely with other professionals to ensure high standards of provision and care. Excellent systems are in place for assessing each child's individual learning and any gaps are clearly identified. However, systems do not currently take into account any gaps in achievement between different groups of children. As a result staff lack clear direction to help them improve to an outstanding level. Arrangements for safeguarding are effective. Staff demonstrate a good knowledge and understanding of how to keep children safe. However, whilst appropriate recruitment and vetting procedures are in place, these are not always implemented in a timely way. Peer observations help staff to reflect on their practice and they are committed to continuous improvement. The manager welcomes supervision and feedback from the local authority which helps to support good leadership.

Quality of teaching, learning and assessment is good

Staff obtain information from parents about what each child knows and can do. As a result, they have a clear understanding of what motivates children's learning. Staff use this information to plan play and learning activities that meet the changing interests of children and routines are flexible. For example, the usual morning story and singing session was delayed because children were engrossed in role play activities during the morning. Children's confidence and self-esteem are promoted effectively by staff, who also support them to persevere at tasks and solve problems for themselves. Appropriate and timely questioning by staff also extends children's thinking, problem solving and language skills.

Personal development, behaviour and welfare are outstanding

Children are very well supported both when they start nursery and when they move onto school. The setting has a good relationship with two local schools and they work effectively together to help children with transitions. Staff have good relationships with parents and, when necessary, they agree a plan to help children settle in at their own pace. Consequently children are extremely happy at the setting and enjoy excellent relationships with staff and peers. Staff consistently ensure a relaxed and exceptionally nurturing environment. Children show great care, concern and kindness for each other. They are learning to manage their own behaviour and feelings extremely well and are beginning to solve minor disputes by themselves. This is due to the high standards and expectations modelled by the staff.

Outcomes for children are good

Staffs commitment and reflective practice ensures that all children are making good progress. Children with additional needs are making very good progress due to the additional support they receive and the settings close working relationship with other professionals.

Setting details

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|------------------------------------|---|
| Unique reference number | EY357840 |
| Local authority | North Yorkshire |
| Inspection number | 1005333 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 21 |
| Number of children on roll | 21 |
| Name of provider | Little Bears Pre-School Partnership |
| Date of previous inspection | 18 December 2014 |
| Telephone number | 07790 139553 |

Little Bears Pre-School was registered in 2001. It is situated in modular building in the grounds of Roseberry Primary Academy and is privately owned and managed. 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 and Tuesdays, term time only. The setting provides funded early education for three- and four-year-old children.

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