

# Climbing Bears

School Field, Newpound Lane, Wisborough Green, Billingshurst, West Sussex, RH14 0EE



<b>Inspection date</b>	13 January 2016
Previous inspection date	30 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- There is a good range of quality toys and resources. This contributes to children enjoying stimulating learning experiences that help them meet their learning and development outcomes.
- Staff plan effectively for children's next steps in their learning and development. They support children effectively to reach their targets.
- The management and staff form good relationships with parents. They have professional and caring attitudes that help promote effective partnership working.
- Close bonds form between all staff and the children, allowing the children to branch out and thrive from secure relationships. The quality and kindness of personal care are high.
- All staff encourage children's emerging independence. This ensures that children are confident to tackle new activities, have a go and take risks.

### It is not yet outstanding because:

- The management does not make the best use of all parents' views in the self-evaluation process of the setting.
- Occasionally, opportunities for children to gain an understanding of how to manage their feelings in a group situation are missed.

## What the setting needs to do to improve further

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

- build on the evaluation process to make better use of the views of all parents to help improve children's outcomes
- make the most of everyday experiences to engage all children fully, allowing them opportunities to gain a better understanding of their own and each other's feelings.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with parents, taking account of their views of the setting, staff and the experiences of their children.
- The inspector had a meeting with the manager, which included discussions on staff suitability, self-evaluation, and planning and assessment of children's progress.
- The inspector sampled relevant documentation, including children's records, staff qualifications, risk assessments, policies and procedures.
- The inspector completed a joint observation with a member of staff and the manager.

### Inspector

Claire Watson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The qualification levels of staff are good, which has a positive effect on the children's outcomes. The management team supports staff well in their professional development. This helps children benefit from good quality and relevant teaching. Staff keep up to date with safeguarding training to promote children's welfare. Effective support and supervision of staff practice contributes to improving practice. Staff are vigilant at all times when supervising children to ensure they play in a safe and secure environment. Management reflects on the impact of teaching and the environment on children's learning. They make adjustments to create positive improvements on their outcomes. Very effective monitoring systems ensure management and staff carefully monitor children's progress. Successful methods of support are put in place to close any learning gaps and support children's varying needs.

### Quality of teaching, learning and assessment is good

Staff obtain detailed information from parents when children start. The accurate ongoing observations enable staff to assess children's progress. They involve parents in their children's learning through regular communication. For example, they inform parents about children's activities and encourage children to bring items in to share with others. Effective partnership working with other settings and professionals helps to meet the needs of all children. Staff provide a positive balance of activities and instinctively know when to step back and allow children to play independently. For example, children play happily in their 'Branch Cafe', making each other drinks and pasta. Staff support children in their understanding of how different or similar some people are. For example, parents visit and offer learning experiences, such as cooking and singing in their home culture.

### Personal development, behaviour and welfare are good

Staff model positive behaviour, and children play together well overall. Children get to know their key worker especially well. They are confident to ask any member of staff for help when needed. Children show kindness towards each other, take turns and share nicely. Staff practices help to support children's self-esteem and increase their confidence. For example, the pre-school toy bear is handed round at group time to help children that want to tell their news. Children are prepared well for a move to school as, for example, they frequently play in the school playground and visit the school. Children eat healthy snacks and enjoy physical exercise in the well-equipped outdoor environments.

### Outcomes for children are good

All children make good progress from their starting points. They begin to learn how to form letter shapes, which helps prepare them for school.

## Setting details

<b>Unique reference number</b>	113439
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	825029
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Climbing Bears Of Wisborough Green Committee
<b>Date of previous inspection</b>	30 June 2009
<b>Telephone number</b>	01403 701027

Climbing Bears Pre-School registered in 1992 and is based in the grounds of the local Primary School in Wisborough Green, West Sussex. The pre-school is open from 9am to 1pm on Monday to Friday, and until 3.30pm on Monday, Tuesday and Thursday. There are eight staff; of these, six have a relevant childcare qualification at level 3 or above. This includes a member of staff with Early Years Professional Status. The pre-school receives funding to provide free early education for children aged two, three and four years.

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