

Buxton Bears Pre-School

Station Road, Chingford, London, E4 7BJ



Inspection date 19 January 2016
Previous inspection date 1 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children form strong trusting relationships with the staff. This makes them feel safe and secure. They are involved in decision making and realise that their views count.
- Children make good progress in their learning and development. The provision for disabled children and those with special educational needs is good.
- Children benefit from a wide range of opportunities to learn about people and communities. They learn Spanish and participate in International Day celebrations.
- Staff are highly skilled in developing children's social skills and independence.
- Staff work very closely with the receiving schools to ensure that children are well prepared to cope emotionally and academically with the challenges of school life.
- Partnerships with parents and other professionals is a real strength. Key persons are highly successful in engaging parents in their children's education. Parents speak highly of the staff and value the quality of care and education provided.
- Managers demonstrate a strong drive to improve the provision. Parents, staff and children contribute well to the ongoing self-evaluation process. Consistent monitoring of all aspects of the provision contributes to successful continuous improvement.

It is not yet outstanding because:

- Staff do not plan sufficient challenging activities to fully support the exploration, discovery and inquisitiveness of those children who prefer to be outdoors.

What the setting needs to do to improve further

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

- provide more opportunities to challenge and support those children who prefer to be outdoors, enhancing their active learning.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Vicky Turner

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified manager provides strong leadership for a highly effective staff team who is committed to improving outcomes for the children. There is a good management structure and all members of staff have clear roles and responsibilities. This ensures the smooth running of the pre-school. Arrangements for safeguarding are effective. Staff are rigorously checked to ensure their suitability to work with children. There are good systems in place for monitoring the progress of groups of children. Any gaps in learning are quickly identified and addressed. Good procedures for monitoring attendance ensure that children attend regularly and benefit from the rich-learning opportunities that the curriculum provides. There are effective systems for monitoring staff performance and supervision. Staff take every opportunity to improve their skills, which enables them to meet children's needs successfully.

Quality of teaching, learning and assessment is good

Staff make regular careful observations of the children and use this information to plan interesting learning experiences for them. Children are well motivated and eager to contribute. Children are encouraged to talk about their personal experiences in small-group situations, such as the specific 'key-person chat-time' sessions. They develop good speaking and listening skills as they await their turn to speak, and listen carefully to each other. Children participate in an interactive storytelling session and contribute to developing the story. They talk about the weather and make their own books about winter. Children are encouraged to reflect on their learning. Highly effective systems for observation and assessments enable staff to track children's progress, and identify any gaps in the learning of different groups of children. Parents contribute to their children's initial assessment. They receive good advice on how to support their children's learning at home, such as through workshops and home activity sheets. They are kept very well informed about their children's progress.

Personal development, behaviour and welfare are good

Children are well cared for in this stimulating learning environment. Key persons know their children very well and respond appropriately to their needs. Children demonstrate good team effort as they build a space rocket together out of large cardboard boxes. They think carefully about what they would need to take with them to space and check that the rocket is safe to travel. Children enjoy healthy snacks and are involved in an ongoing healthy eating project. They benefit from the expertise of a professional dance teacher and have daily opportunities to play outdoors. Children are exceptionally well behaved. Staff set clear boundaries and children begin to understand right from wrong. Children respond well to praise and know that their efforts are valued. The pre-school is well resourced to support diversity.

Outcomes for children are good

Children achieve well. Basic skills are well taught. Children write their names using and applying their good knowledge of letters and sounds. They are well prepared for the next stage in their education.

Setting details

Unique reference number	156206
Local authority	Waltham Forest
Inspection number	1024421
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	32
Number of children on roll	61
Name of provider	Buxton Bears Pre-school Committee
Date of previous inspection	1 March 2011
Telephone number	0208 529 6156

Buxton Bears Pre-School was registered in 1993. The pre-school employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.05am until 3.05pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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