

# Bramble Bears

Ashwellthorpe Village Hall, The Street, ASHWELLTHORPE, Norfolk, NR16 1AA



<b>Inspection date</b>	12 December 2016
Previous inspection date	3 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Equality and inclusion are at the heart of everything that the staff do with the children. They work closely with parents to ensure they develop a clear understanding of each child's individual care needs. Staff are highly effective in ensuring that children are able to participate in all activities and routines of the day.
- The members of the management committee are fully involved with the effective running of the pre-school. Staff have robust policies and procedures to support their good practice. They are regularly reviewed, updated and shared with parents.
- Children's literacy skills are well supported in the pre-school. Children have regular access to a range of resources, both indoors and outside, to stimulate their early reading and writing skills. This helps to prepare them well for their move to school.
- The pre-school is well established within the local community. Children utilise local facilities, such as the mobile library van.

### It is not yet outstanding because:

- The manager does not yet use assessment information to check on the progress of different groups of children, in order to target teaching and monitor the impact of this.
- New systems for monitoring staff's performance are not yet fully embedded to ensure high-quality supervision.
- Although partnerships with parents are good overall, staff do not consistently gather precise information about what children are learning at home, in order to be able to better complement their learning in the pre-school.

## What the setting needs to do to improve further

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

- use information from assessments more effectively to monitor the learning and progress being made by different groups of children, helping to target the teaching even more precisely
- extend existing systems for the monitoring of staff's performance management to continue to strengthen and improve on good practice, in order to raise the quality of teaching to a higher level
- build on the existing good partnerships with parents to encourage them to share more information about their child's learning and development at home, so that this can be taken into account when planning for their future 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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and members of the management committee. She looked at relevant documentation, including records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of their role in protecting children from harm. They are fully aware of what to do should they have any concerns about children's welfare. Appropriate recruitment and induction procedures are in place to ensure that staff are suitable for their role. The manager has a good overview of the pre-school. She has set challenging but achievable plans for continual improvement. The manager has introduced new systems for monitoring staff's performance. This helps staff reflect on their teaching practice. The manager, however, feels the need to attend further training, in order to strengthen her skills and provide supervision of the highest possible quality.

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

Staff carefully organise the environment, so children enjoy free access to a wide range of toys and resources. They get to know the children well through regular observations and accurate assessments of what they can do. Staff effectively use this information to plan activities to help children achieve their next steps in learning. This contributes to the good progress children make. Children enjoy investigating objects with magnifying glasses. They experiment with magnets and balancing scales. Staff join children in their play and provide appropriate support when required. They use every opportunity to extend children's learning. They encourage conversations as they play and ask effective questions to promote children's thinking skills. Staff actively promote children's mathematical skills. They seize opportunities to incorporate numbers into children's everyday play.

### Personal development, behaviour and welfare are good

Staff support children to settle well. They are friendly and approachable and reassure children with positive interactions. Children are happy and enjoy their time at the pre-school. They are familiar with the daily routines. On arrival, children find their name card to self-register and choose what they would like to play with. Staff routinely offer praise as they recognise children's efforts and achievements. This helps to support their sense of self-esteem and confidence. Children readily go to staff for support. Staff pay close attention to health and safety. They are vigilant and complete daily checks during the sessions to ensure a safe and secure environment for children. Children follow good hygiene routines. They have daily opportunities for exercise and fresh air in the outdoor area. This helps to promote their good health and supports their physical well-being.

### Outcomes for children are good

Children develop many skills needed in preparation for the next stage in their learning, such as starting school. They develop their personal care skills, such as putting on their own coats before playing outside. Children learn to share and take turns with popular toys and resources. They form friendships and enjoy their play together. Children enjoy routine whole-group activities. They enthusiastically join in with familiar phrases and action rhymes during story and singing sessions. Children develop their concentration as they learn to listen to adults and each other. All children make good progress in their learning, given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	253964
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1063839
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Bramble Bears Committee
<b>Registered person unique reference number</b>	RP519100
<b>Date of previous inspection</b>	3 October 2013
<b>Telephone number</b>	07751323991

Bramble Bears was registered in 1992. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens during term time. Sessions are from 9am until 3pm on Mondays and Thursdays and from 9am until 12 midday on Tuesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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