

St Bernard's Little Bears Pre-School



Cheshire County Council, Education Services, St. Bernards RC School, Sherbourne Road, ELLESMERE PORT, CH65 5EW

Inspection date	6 February 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have high expectations of all children. They use open-ended questions skilfully to develop children's thinking skills.
- Staff make children's current interests central to their planning. Consequently, children show very high levels of concentration and engagement.
- Staff are committed to enhancing their teaching skills. Extremely effective performance management systems and training ensure the quality of teaching is at the highest level.
- The excellent and robust tracking procedures in place help the management team and staff identify any gaps in children's learning and provide timely interventions and support. Exemplary relationships built with other professionals and agencies ensure children get the additional funding they need to reach their full potential.
- Staff create a rich and vibrant environment. Children form exceptionally strong bonds with staff and settle quickly into the daily routine. They enjoy their time at the pre-school and show high levels of self-esteem and emotional security.
- Staff have developed highly effective partnerships with parents that help to support children's well-being and ongoing learning. Parents praise the quality of the communication they receive.
- Children's behaviour is exemplary. Staff are excellent role models and manage children's behaviour sensitively. They instinctively know when to join in with play and expertly support the development of children's negotiation skills.

What the setting needs to do to improve further

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

- implement plans to develop the already outstanding learning environment for children aged two to further enhance their learning and continue to support their excellent development.

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 during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Isobel Ford

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Safeguarding children from harm is the highest priority for all staff members. They react promptly to any issues, helping to keep children safe. Self-evaluation is robust and the ambitious management team has made several highly effective improvements to the setting since it first registered. Staff work closely to identify ways to strengthen their provision further, taking into account the views of parents and children. For example, they have identified the potential to further enhance the learning for two-year-old children through providing opportunities for them to investigate more natural resources within their learning environment. The management team actively evaluates the impact of additional funding, showing that this has successfully raised outcomes for children. Supportive links to the neighbouring school provide quality transition activities and ensure children are well prepared for the next stage in their learning.

Quality of teaching, learning and assessment is outstanding

Staff have an excellent understanding of how children learn and make precise and accurate assessments. They gather detailed information about children's interests and abilities on entry and plan focused, engaging learning activities. Staff skilfully challenge children to investigate their own ideas. For example, children playing outside with a giant scale are challenged to make predictions and comparisons between the weight of different objects. They are provided with an interesting range of items to weigh and are animated as they complete their investigation. Staff place a sharp focus on helping children to develop their communication and language skills through fun and creative activities. Young children engage excitedly in word play as they describe the texture and taste of jelly. Older children listen and concentrate exceptionally well during group times. They show delight as they accurately match sounds to letter shapes and use lightsabres to create giant letter shapes in the air to music.

Personal development, behaviour and welfare are outstanding

Staff actively promote healthy lifestyles. Children know when to wash their hands and confidently explain why this is important. They demonstrate independence as they collect their own snack and clear away afterwards. Children benefit from an excellent range of physical play activities outdoors. Staff encourage them to manage risk and actively promote children's understanding of safety. Children have excellent opportunities to celebrate difference and diversity. Staff make links relevant to the children, in order to support their understanding of the world around them.

Outcomes for children are outstanding

Children are happy, confident and highly inquisitive in all they do. They make rapid progress from their starting points, including those in receipt of early years pupil premium funding. Children show excellent control and coordination. They make marks enthusiastically and use a range of tools with control. Children acquire excellent mathematical skills. They count and recognise shapes, patterns and sequences confidently.

Setting details

Unique reference number	EY486463
Local authority	Cheshire West and Chester
Inspection number	1011341
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	St Bernard's Little Bears Pre School Limited
Registered person unique reference number	RP906212
Date of previous inspection	Not applicable
Telephone number	0151 356 4085

St Bernard's Little Bears Pre-School was registered in 2015. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications, including one with qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm Monday to Thursday, and 9am until midday on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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