

# Village Bears Kindergarten

Madeley Road, KINGSWINFORD, West Midlands, DY6 8PF



## Inspection date

21 April 2017

Previous inspection date

23 July 2013

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

- Leaders and managers are ambitious and communicate their high expectations to all. They are well qualified, knowledgeable and work well together to ensure the quality of teaching and care is good.
- Practitioners are kind, caring and have a very friendly rapport with the children. Children demonstrate a strong sense of belonging and great confidence in the setting. They feel safe and secure.
- Children very clearly enjoy their time at this bright, welcoming and well-resourced setting. Children delight in the opportunities to spend time outside. They develop their physical skills and confidence as they roll down the grassy bank.
- Partnerships with parents, local schools and other professionals work very effectively to make a strong contribution to meeting children's needs. Parents and carers are very complimentary about the provision and the progress their children make.

### It is not yet outstanding because:

- Practitioners do not do enough to help older children understand the importance of listening while others are speaking during group activities.
- Practitioners do not always obtain enough information from parents about what children already know and can do when they first start, in order to help them plan as accurately as possible for their learning from the outset.

## What the setting needs to do to improve further

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

- encourage older children to understand the importance of listening while others are speaking during group activities
- build on the range of information gained from parents about what their child already knows and can do when they first start, and use this information to further support children's learning and development from the outset.

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

### Inspector

Jacqueline Nation

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of what to do if they have a concern about a child's welfare. They are also clear about the wider issues related to the care and protection of children. Good systems are in place to evaluate the provision. Policies are implemented consistently to minimise risks to children and keep them safe. Recruitment and vetting procedures are robust and thorough procedures ensure staff's ongoing suitability is checked. Children's progress is monitored effectively and any gaps in learning are quickly identified and planned for. Information is shared with parents and this provides them with a clear overview of how well their children are progressing. Good systems are in place to monitor the quality of teaching and learning. Project work carried out by staff to audit the delivery of the teaching of mathematics further enhances the provision and outcomes for children.

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

Staff help children to learn in many different ways and use effective teaching strategies. They have good interactions with children and encourage them to explore ideas, make choices and have a go. Children are encouraged to develop information technology skills using the computer, counting, drawing shapes and identifying colours. Simple calculation is introduced while counting during group time and number recognition is promoted at snack time. Staff use their skills to model play, showing children how they can use the equipment to the best possible effect. Children manipulate dough, using their fingers and tools to recreate the spider or bug picture on their mats. Children are good at using their imagination in role play. They play collaboratively and make up their own stories.

### Personal development, behaviour and welfare are good

Children's behaviour is good. They confidently explain the steps to follow in the event of a dispute during play and how they would speak to a teacher. Children's health and physical development are promoted effectively. They have healthy meals and snacks each day and follow good hygiene routines. Children learn how to keep themselves safe during play. They enjoy outings when they go to the shops and learn how to scan products at the till. Photographs showing local places of interest promote discussions between children. They talk about their trips to a local hall and park. This helps promote their understanding of the local community and wider society.

### Outcomes for children are good

Children make good progress in their learning in relation to their starting points and individual needs. They gain the skills that support them when they move on to the next phase in their learning and school. Children explore their feelings and learn to appreciate the needs of others. Children count well and talk about three-dimensional shape names. They begin to link letters to the sounds they represent.

## Setting details

<b>Unique reference number</b>	EY458034
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1066613
<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
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Village Bears
<b>Registered person unique reference number</b>	RP532305
<b>Date of previous inspection</b>	23 July 2013
<b>Telephone number</b>	01384 294470

Village Bears Kindergarten was registered in 2013. It is one of four settings owned by the same partnership. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 3 to 5. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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