

Inspection date	4 May 2017
Previous inspection date	8 May 2015

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

- The manager and her staff team provide a warm, welcoming and stimulating environment. The friendly staff team creates a relaxed atmosphere where every child is valued and included.
- The quality of teaching is good. Children are eager and motivated to learn. Staff provide a range of activities according to children's interests and make accurate observations of children's learning and development.
- Staff establish good relationships with parents. Parents are well informed about their children's progress through daily discussions and are supported by staff to continue and extend children's learning at home. They speak very highly of the staff team and the care and learning that their children receive.
- The manager and staff use evaluation strategies effectively to identify strengths and areas for improvement. The views of parents and children are used to improve outcomes further.

It is not yet outstanding because:

- Staff do not make the best use of their assessments to plan and target teaching as precisely as possible, in order to support children to make rapid progress in all aspects of their learning.

What the setting needs to do to improve further

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

- make better use of assessment information to plan and target teaching even more precisely, in order to help children make rapid progress.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting and had discussions with the manager. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector engaged in discussions with staff and children at appropriate times throughout the inspection.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have undergone child protection training and have a secure understanding of their roles and responsibilities in protecting children from harm. The manager supports her staff well through daily discussions and coaching to help improve their practice and teaching skills. Professional development opportunities help staff to progress in their roles. For example, staff have recently attended training to support their work in caring for babies. Furthermore, the manager frequently observes staff to help them develop their practice even further. Good communication with teachers and other early years professionals helps to provide continuity in children's learning.

Quality of teaching, learning and assessment is good

The well qualified staff team knows the different ways in which children learn. They provide a good balance of adult-initiated activities and opportunities for children to spontaneously explore. For example, younger babies enjoy sensory experiences as they make marks in flour. Older children are supported to develop their mathematical skills. For example, they roll balls down pipes and measure how far they have travelled using a tape measure. Staff support children's developing language skills. They introduce new words, ask questions and use repetition. Staff help children to build sentences, encouraging them to explain and describe what they are doing.

Personal development, behaviour and welfare are good

Staff praise children for their efforts and achievements and successfully support them to manage their own feelings and behaviour. Children are reminded of the playgroup rules and are encouraged to share toys, take turns and respect one another. Children are happy and confident in the playgroup. They quickly form good relationships with their key person and other members of staff, who are caring and nurture children's emotional well-being. Children play outside daily and develop their physical skills. For example, they operate wheeled toys, negotiating space and obstacles. Children manage their self-care needs well and demonstrate good hygiene procedures.

Outcomes for children are good

All children make good progress. Babies freely explore and play with toys that help develop their understanding of cause and effect. Older children develop an awareness of how things work. For example, they operate a laptop to play their favourite games. Children develop secure early literacy skills. For example, they enjoy listening to their favourite stories and begin to make marks and write letters from their names. Children develop a good range of abilities that supports their future learning and readiness for school. They develop their concentration levels and show good social skills.

Setting details

Unique reference number	EY428545
Local authority	Warrington
Inspection number	1094879
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	58
Name of registered person	St Margaret's Playgroup (Orford) Committee
Registered person unique reference number	RP905936
Date of previous inspection	8 May 2015
Telephone number	07986 741 915

Little Bears registered in 2001. It is situated in the Orford area of Warrington and is run by a voluntary management committee. The playgroup is open Monday to Friday from 8am to 6pm, for 39 weeks of the year. The playgroup also offers out-of-school care at a breakfast and after-school club. There are currently six members of staff working directly with children. Of these, three hold appropriate early years qualifications at level 3 or above, and two hold level 2.

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