

Learning Bears PreSchool

The Methodist Church Hall, Green End Road, Sawtry, Huntingdon, Cambridgeshire,
PE28 5XA



Inspection date

Previous inspection date

25 May 2017

10 June 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 team establish very effective partnerships with other professionals to support children's ongoing learning and development. This is especially beneficial in supporting children who have special educational needs and/or disabilities to make good progress.
- Staff provide children with good opportunities to talk. They listen attentively when children share their ideas and experiences.
- Staff ensure settling-in routines are tailored to meet each child's specific needs. Children settle quickly and form strong attachments with staff. They are confident to explore the environment and are eager to join in with activities.
- Staff are good role models who provide a positive environment of mutual trust, respect and tolerance. Children's behaviour is good. They thoroughly enjoy their time at pre-school.

It is not yet outstanding because:

- At times, staff miss opportunities to extend children's understanding of mathematics.
- Parents are positive about the pre-school, however some parents feel less well informed about their child's progress and their next steps in learning.

What the setting needs to do to improve further

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

- enhance systems to regularly share information with parents, so that they all understand the progress their children are making and what their next steps in learning are
- improve teaching further to make the most of opportunities to support children's mathematical 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know what to do should they have any concerns about a child's welfare. The manager implements robust procedures to help ensure suitable adults work with the children and assure their ongoing suitability. The manager values her staff team and supports their continued professional development well through training events and in gaining relevant qualifications. She prioritises children's safety and equality of opportunity in every aspect of the pre-school. She gathers the views of parents and staff to help identify areas to improve. Staff are very reflective and they regularly evaluate the impact of activities on children's ongoing progress. The manager regularly reviews children's progress to help identify any learning gaps to address.

Quality of teaching, learning and assessment is good

Experienced and qualified staff are enthusiastic in their role. They observe children as they play, and ensure activities they provide support children's emerging interests and stage of development. Staff ask questions that inspire children to imaginatively develop their ideas. For example, when children take part in role play, travelling by rocket to picnic in outer space, staff encourage them to think about what they will need to take with them. Staff incorporate safety practices into the game, such as fastening their seat belts in the rocket. Children have good attention and listening skills when staff explain how to squeeze triggers on bottles to direct the water spray outside. Staff successfully support children who speak English is an additional language. This helps them to understand and develop confidence to speak English.

Personal development, behaviour and welfare are good

Staff establish children's starting points with their parents so that they can plan effectively, in order to help them settle and support their learning and development. Staff promote regular physical activities, both indoors and outdoors. They talk to children about the effects of exercise on their bodies. Children take turns to be the special helper and support staff to prepare healthy snacks. Children learn how to keep themselves safe. For example, staff gently explain and encourage children to think about the risks to their safety when walking on broken drain covers. Children learn how to protect themselves from harmful sunrays, for instance as staff help them to apply sun cream and find their sun hats.

Outcomes for children are good

All children make good progress, given their starting points and capabilities. Children arrive confidently and are eager to participate in the day's activities. They are becoming independent in their self-care and hygiene routines. They chat confidently to staff and to each other. Friendships are beginning to flourish. Children are acquiring key skills and positive attitudes to support their future education.

Setting details

Unique reference number	EY382397
Local authority	Cambridgeshire
Inspection number	1093609
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	26
Number of children on roll	28
Name of registered person	Diane Stella Burcham
Registered person unique reference number	RP513752
Date of previous inspection	10 June 2015
Telephone number	07811072670

Learning Bears PreSchool registered in 2008 and is privately owned. The pre-school employs four members of childcare staff, including the owner who is also the manager. Of these, two hold appropriate qualifications at level 3 and the owner holds a qualification at level 6. The pre-school is open during school term times, from 9am to 3pm, on Monday, Wednesday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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