

Forest Bears Pre-School

Forest Community Centre, Pinehill Road, Bordon, Hampshire, GU35 0BS



Inspection date	5 July 2017
Previous inspection date	5 February 2014

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 staff regularly share information and expertise with parents and other professionals to help provide children with consistent learning opportunities.
- Children who have special educational needs and/or disabilities and those who speak English as an additional language are supported well through a range of helpful strategies by caring staff who develop partnerships with a range of professionals.
- Staff encourage all children to have continual access to the well-resourced outside space. Children thrive as they test their physical skills and negotiate appropriate risks, such as when digging in the mud, climbing trees and riding bicycles.
- Children are happy and confident. Staff have good relationships with children and have a secure knowledge of their interests. This helps them settle quickly and supports their emotional well-being. Children are emotionally ready to learn and progress well.
- Children have easy, safe access to information technology resources. They know they can retrieve information from computer tablets and confidently navigate the program of their choice. Children regulate the time they spend on these devices, for instance, they set the sand timer and share with their friends when the sand runs out.

It is not yet outstanding because:

- Staff do not provide children with meaningful opportunities to develop a greater awareness of similarities and differences between themselves and others.
- Occasionally, staff do not give clear explanations to the children as to why certain types of behaviour are not acceptable, or explain the impact such behaviour has on the other children.

What the setting needs to do to improve further

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

- support children more to learn to understand and respect diversity in their own communities and in the wider world
- help children to understand the impact of their behaviour on others, and why certain types of behaviour are unacceptable.

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 carried out a joint observation with the manager and they discussed their findings.
- The inspector discussed planning and children's progress with the key persons and manager. She discussed staff suitability and qualifications, and the nursery's action plan with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spent time with and took account of the views of parents and children.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Recruitment procedures are robust. Staff understand their roles and responsibilities in protecting children's welfare. They know how to recognise the signs and symptoms of abuse and how to share any information correctly. The manager and staff use their qualifications well. They have good teaching skills and consistently promote, review and monitor children's ongoing learning and progress. For example, additional funding has been used to implement a programme of home learning opportunities, using resources, such as puzzles and dough, to help parents enhance the learning at home. Regular support meetings with the manager provide opportunities for staff to discuss ideas and share good practice. The manager and staff effectively evaluate their practice and areas of development for the nursery well. They use these reflections to make improvements to their current practice.

Quality of teaching, learning and assessment is good

Staff use their observations to make assessments and plan for children's next steps in learning. They understand the different ways in which children learn, providing good resources, activities and support to meet their individual needs. For example, staff encourage children to count the dinosaur footprints they make in the sand and promote their creativity through large-scale painting outside. Staff gather detailed information from parents about children's interests and development at home. They use this well to help them build on children's learning experiences. Staff support children to practise the skills they need for early mark making. For instance, children carefully peel tiny stickers using small physical movements. They create patterns and shapes with them, carefully placing them on their paper and excitedly telling staff what shape they have made.

Personal development, behaviour and welfare are good

Staff have created a well-resourced and motivating environment. Children independently choose from a good range of resources as they initiate their own play. They freely access quieter areas when they wish to look at books, or exercise and get fresh air when they want to be active. Children develop a good understanding of the importance of healthy lifestyles. For example, they have an active role in the daily café, preparing and cutting fruit and toast for their friends. Children's independence is promoted well. For instance, staff encourage all children to complete simple tasks, such as changing their shoes and boots, and accessing their lunches.

Outcomes for children are good

Children are motivated to learn and encouraged to develop a wide range of skills in readiness for school. For example, they independently use checklists when looking for bugs in the garden, marking off each one they find. Older children help the younger children join in and they excitedly talk to staff about the bugs they still need to look for. Older children are self-assured and talk freely and enthusiastically to staff and visitors about what they are doing. All children make good progress from when they first start at the setting.

Setting details

Unique reference number	110134
Local authority	Hampshire
Inspection number	1068388
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	34
Name of registered person	Forest Bears Play Group Committee
Registered person unique reference number	RP517912
Date of previous inspection	5 February 2014
Telephone number	07776 187643

Forest Bears Pre-School registered in 1987. It is located in Bordon, Hampshire. The provider is in receipt of funding for free early education to children aged two, three and four years. The pre-school opens five days a week during school term times. Sessions are from 9am until 3pm on Monday, Tuesday, Wednesday and Thursday, and from 9am until 11.30am on Friday. There are five members of staff, four of whom hold appropriate early years qualifications at level 3 or level 4.

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