

# Bears Den

Venning Barracks, Donnington, TELFORD, Shropshire, TF2 8JT



## Inspection date

15 September 2017

Previous inspection date

7 January 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 provider ensures that the manager, staff and the parents and their children are all included in the self-evaluation processes. This helps her to identify the strengths of the pre-school and areas for further improvement on an ongoing basis.
- The manager provides regular one-to-one meetings for all staff. This enables staff to talk about their training needs, their key children and any confidential matters that may concern them. Staff observe one another's practice and share their training knowledge. This helps to ensure teaching continues to be good. Outcomes for children are good.
- Staff are warm and welcoming with the children. They are effective in supporting children's strong emotional attachments. This helps children to settle in quickly and become ready to learn. Staff use meaningful praise with the children throughout the day. They are positive role models. This helps children to build friendships and to behave well.
- Staff have strong relationships with other providers, including the local schools. This helps staff to ensure a good level of consistency for children's care and learning.

### It is not yet outstanding because:

- The manager does not use information gained from comparing the progress of different groups of children, to plan even more precisely for each group's future learning.
- Children do not gain a high level of awareness about the similarities between themselves and people in the wider community.

## What the setting needs to do to improve further

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

- use the information gained from comparing the progress made by different groups of children, to identify where teaching can be further improved and to promote children's already good learning
- provide more opportunities for children to develop their awareness about similarities and differences between themselves and people in the wider community.

### 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

Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager makes sure that all indoor and outdoor areas are robustly risk assessed, and hazards are minimised or removed throughout the day. The manager ensures that all staff keep their safeguarding training updated. This ensures that staff are able to identify possible signs of abuse and neglect and know what to do and who to contact should they have a concern about a child in their care. The manager effectively monitors the educational programmes. She ensures that parents are informed about their child's care and learning each day. This helps parents to support their child's continued learning at home.

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

Younger children become engrossed in activities and use their senses to explore. For example, they push their hands and fingers through a mixture of flour and baby oil, manipulate it to make shapes and fill and empty containers with it. This helps to promote children's imaginary play and to develop their physical skills very well. Younger children become excited and look on in awe as they watch bubbles float away high into the sky. Older children are well supported by staff as they have a go at adding the correct number of clothes pegs to the number pictures. They demonstrate high levels of pride as they achieve what they set out to do, after continually trying. Staff support children's language and communication development well. For example, during activities staff use a range of questions to extend children's problem-solving skills and to enhance their growing vocabulary. They support children to develop their can-do attitude to learning, very well.

### Personal development, behaviour and welfare are good

Children take manageable risks in their play as they use the outdoor climb and balance equipment under close supervision. They have fun as they ride around on their tricycles and run around in the fresh air chasing their friends. Staff provide a broad range of healthy snacks, and talk with children about what is and what is not so healthy for them to eat. This helps children to become increasingly aware of a healthy lifestyle.

### Outcomes for children are good

All children, including those with special educational needs, grow in confidence as they make independent choices about where and what they want to play with. They make marks as they use brushes and their hands to explore paints and as they use crayons and paper to make their own pictures to take home. Children develop a growing love of books. They thoroughly enjoy story time as they listen intently, join in with staff and recall the story endings. Children become excited as they wave the colourful parachute till the leaves fall off, quickly collecting them again to repeat this favourite group activity. All children are developing the skills they need in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY381013
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1093579
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Bears Den Pre-School Partnership
<b>Registered person unique reference number</b>	RP902710
<b>Date of previous inspection</b>	7 January 2015
<b>Telephone number</b>	01952672506

Bears Den originally registered in 1994 and re-registered as a partnership in 2008. The pre-school operates from the Ministry of Defence in Donnington, Telford. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. They open from Monday to Friday, from 8.30am until 3.30pm during term time. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs.

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