

Little Bears Pre-School

Stadhampton Primary School, Cratlands Close, Stadhampton, Oxford, Oxfordshire,
OX44 7XL



Inspection date

Previous inspection date

28 February 2018

4 March 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The pre-school and the children benefit from skilled and dedicated leaders, who demonstrate a strong desire to provide the highest-quality childcare. The whole staff team shares its ambition, and constantly strives to make further improvements.
- Children thrive at this welcoming pre-school. Warm and caring staff give children a great deal of individual attention, and help them build strong relationships. Children are settled, happy and highly motivated to learn.
- Staff provide a wide range of enjoyable experiences, including in the well-resourced outdoor areas. These especially support those children who learn best outside. Teaching is good. All children progress well in relation to their starting points, including those who have special educational needs and those learning English as an additional language.
- Staff keep a close check on individual children's development. They quickly identify any at risk of falling behind. They take positive steps to ensure children receive the support they need at the earliest opportunity to help them achieve well.

It is not yet outstanding because:

- The manager does not have a clear picture of how well different groups of children, such as boys and girls, are progressing, to identify any pattern of gaps in achievement.
- Staff do not consistently gather information from parents about children's learning at home, especially when they first start, to help them assess progress more precisely.

What the setting needs to do to improve further

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

- monitor the progress of different groups of children, such as boys and girls, more precisely, to be able to target teaching to help all children consistently make the best possible progress
- consistently gather information from parents about their children's learning at home, especially when they first start, to enable staff to assess and plan for children's progress even more effectively.

Inspection activities

- The inspector observed children's indoor and outdoor experiences, and the quality of staff teaching.
- The inspector held discussions with the chairperson and manager that included improvements made since the last inspection.
- The inspector spoke with staff, children and some parents, and took account of their comments.
- The inspector sampled documentation, including evidence of staff suitability, the safeguarding policy and children's records.
- The inspector undertook a joint observation with the manager.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager clearly understands her responsibility to safeguard children. She ensures staff receive regular training, so they know what to do if they have concerns for a child's welfare. Staff are highly vigilant, promoting children's health, safety and well-being to a very high standard. The manager encourages staff to reflect on their work. They work effectively together, attending training and sharing their knowledge and skills to develop everyone's practice. Staff maintain good partnerships with local schools, which helps children to transfer smoothly into Reception class.

Quality of teaching, learning and assessment is good

Staff plan activities based on children's interests and this contributes greatly to children's enjoyment and well-being. Children are curious and fascinated by the world around them. They see how salt makes the snow melt and are delighted by the wind blowing around a colourful spinner. Staff model excitement and wonder, motivating children to learn. Staff pose interesting questions that encourage children to think critically, such as 'What will happen if she goes the wrong way?' This leads children to wonder what it would feel like to get lost. Staff make effective use of targeted teaching to small groups of children, for instance, to support speech development, help build confidence and build on developing early literacy and mathematical skills.

Personal development, behaviour and welfare are outstanding

Staff are highly aware of their individual key children's needs and meet them exceptionally well. They purposefully direct children's exuberant play and sensitively encourage, and support, those who are less confident. Children behave extremely well, showing great self-control and confidence as they interact with others. For example, they talk and negotiate different roles as they play imaginatively in the willow structures. Staff make excellent use of the highly stimulating outdoor spaces to help children learn to recognise and manage risks. For example, children are thrilled to crawl through the long tunnel, and learn how to behave safely near fires. They are willing to have a go at challenging activities, such as jumping off the tunnel. They know that staff are on hand if they need help. Children delight in their achievements and staff reflect their great enthusiasm. Through daily interactions with children and exceptionally well-planned activities, staff help children highly successfully to recognise their own worth and to value differences in others.

Outcomes for children are good

Children are highly independent. They confidently make choices and express their views. They can rhyme and hear sounds in words, and older children begin to link them to letters. Some children recognise and write their names. Children use mathematical ideas and language in everyday activities. For example, they talk about the shape of their toast, and have enormous fun directing a member of staff to the correct numeral to match the numbers of children. Children gain the skills they need in readiness for starting school.

Setting details

Unique reference number	EY271846
Local authority	Oxfordshire
Inspection number	1091813
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	20
Number of children on roll	37
Name of registered person	Little Bears Pre-School Committee
Registered person unique reference number	RP521757
Date of previous inspection	4 March 2015
Telephone number	01865 400 033

Little Bears Pre-School registered in 2004. It operates from purpose-built premises within the grounds of Stadhampton Primary School, in the village of Stadhampton, in Oxfordshire. The pre-school is open each weekday, during term time, from 9am until 3pm. There are four members of staff who work a variety of sessions during the week. Of these, three have appropriate early years qualifications at level 3 or above, including the manager who holds a qualification at level 4. The pre-school receives funding to provide free early education for children aged two, three and four years.

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