

# Bream Early Learners

The Beverly Casey Building, High Street, Bream, Lydney, Gloucestershire, GL15 6JW



## Inspection date

26 April 2018

Previous inspection date

26 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 weekly forest school session provides children with a wealth of opportunities to explore and investigate outdoors. They excitedly hunt for bugs, climb and balance, run around freely, play cooperatively, and learn to use tools safely.
- The manager and staff work highly effectively with parents and staff of the host school to which the majority of children will transfer. Parents spoken to say they are well informed about their children's activities and experiences.
- The friendly staff work well with one another, recognising their individual skills. They are good role models and are highly sensitive to children's emotional needs. Children receive excellent support to help them settle.
- The manager and staff have a good awareness of where children are in their learning. They plan a broad range of enjoyable indoor and outdoor activities. All children make good or better progress from their individual starting points, in most areas of learning.

### It is not yet outstanding because:

- Staff do not take sufficient account of children's interests and learning styles when planning activities to build on children's mathematical awareness. They know this is a weaker area of children's learning but have not explored different ways of introducing mathematical concepts so that all children engage well in focused activities.
- Staff do not make the most of opportunities that arise spontaneously to increase children's mathematical understanding.

## What the setting needs to do to improve further

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

- find ways to engage all children, including more active learners and the most able children, in planned and spontaneous activities to build on their mathematical awareness.

### 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 completed a joint evaluation of an activity with the manager.
- The inspector sampled written documentation provided and displayed.
- The inspector spoke to children, the manager and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and also through written feedback provided.

### Inspector

Linda Witts

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced manager enthuses her staff and together they create a very welcoming environment for children and their parents. They have regular one-to-one and team meetings to discuss the effectiveness of their provision and children's individual needs. The manager has many ideas for improvement. Staff deploy themselves well to give children the supervision and support they need. Safeguarding is effective. All staff complete first-aid and safeguarding training. They know how to identify and respond to any concerns about children's welfare. They maintain a safe play environment but also allow children to take risks and teach them how to stay safe. For example, children confidently say how to stay safe during forest school activities. They know 'not to throw rocks' or 'push one another' and to 'avoid touching fungi'. They know sticks are to be dragged behind them, 'to prevent poking others in the eye or face'. Staff embrace training opportunities and make good use of online resources and ideas from other providers to enhance the provision. They continue to look for more effective ways to create quieter spaces for children when they are all together in the main room.

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

Staff use observation and assessment effectively to identify where children are in their learning and what they need to learn next. They gather useful information about children's starting points and encourage parents to share ongoing information about children's progress at home. Overall, staff plan activities that promote children's all-round learning and development. They give very good support to increase children's communication and language skills, independence, and social skills. They know when to play an active role in children's play and when to stand back and let them explore freely.

### Personal development, behaviour and welfare are good

Staff are extremely sensitive to each child's needs and are good role models. The older children readily assist the two-year-olds and allow them to join in their games. Most children focus well during planned activities and they are all motivated to learn. Staff follow good hygiene routines and encourage healthy lifestyles, working effectively in partnership with parents.

### Outcomes for children are good

Children thoroughly enjoy themselves, particularly when playing outdoors. They follow instructions well, knowing the routines each day. They sit patiently in the log circle to recap safety rules before setting off to play hide and seek, dig, and manoeuvre planks across hay bales to practise their climbing and balancing. After returning to their log seats for hot chocolate they work cooperatively to collect tools and tidy the 'forest' area. Overall, children are well prepared for school. They learn to dress themselves, make choices, show interest in counting, develop their early writing skills, use their imaginations and enjoy learning about the lives of others.

## Setting details

<b>Unique reference number</b>	EY136954
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1070440
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Bream Early Learners Committee
<b>Registered person unique reference number</b>	RP904673
<b>Date of previous inspection</b>	26 November 2014
<b>Telephone number</b>	01594 564535

Bream Early Learners is managed by a voluntary committee of parents and is a registered charity. The pre-school opened in 1965 and registered with Ofsted in 2002. It operates on the site of Bream Church of England Primary School. Sessions are from 9am until 3pm, Monday to Friday. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs five permanent members of staff to work regularly with the children. All hold appropriate early years qualifications. There is also an administrator and two supply staff.

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