

Little Bear's Childcare

Oreston Methodist Church Hall, 158 Plymstock Road, Plymouth, PL9 7LL



Inspection date

Previous inspection date

2 May 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The manager does not support staff effectively to monitor and improve their practice. Although she is aware of some weaker areas to improve, she has not actioned these promptly, to improve staff teaching skills.
- The quality of teaching is inconsistent. During child-led activities and free play, the manager and staff do not always provide children with high-quality learning experiences and interaction, to help children achieve all their next steps in learning.
- Younger children do not receive as much support as their older peers. The planning of activities and staff support is not effective to address their next steps. Children do not make good progress.
- Some whole-group activities do not successfully engage all children. Staff do not adapt their teaching for the varying ages and abilities. Children become bored and distract others.
- The manager has not identified all weaknesses within the self-evaluation process. She has not taken sufficient action to improve the learning interactions to help children move swiftly forward in their development.
- The organisation of the play environment is ineffective. Children sometimes ignore staff, and there are no defined routines. Staff spend considerable time setting up and clearing away activities, which leads to a disorderly environment that hinders children's learning.

It has the following strengths

- Staff are friendly, caring and welcoming, helping children to feel safe and secure.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the supervision arrangements to provide staff with effective coaching, support and training to improve their teaching practice, and provide children with good-quality learning experiences that help them to make good progress from their starting points	02/07/2018
■ ensure staff provide children with the support and interaction they need that matches their individual needs and abilities, particularly during free-play activities, to help engage and motivate children to learn	02/07/2018
■ plan and provide activities and learning experiences that accommodate the individual learning needs for younger children, tailoring them to their capabilities and next steps, to help build on what they already know and can do	04/06/2018
■ organise whole-group activities more effectively, to maximise children's learning opportunities, to engage and interest all children.	04/06/2018

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

- develop effective strategies to enhance the self-evaluation process, and address significant weaknesses promptly, to improve the provision and outcomes for children
- organise staffing and the play environment more effectively, to help children understand and cooperate with routines, and keep them successfully motivated and engaged in learning.

Inspection activities

- The inspector held an interview with the manager about matters relating to leadership and management.
- The inspector held a joint observation with the manager to gain an insight of the effectiveness of staff teaching.
- The inspector spoke to parents and children to gain their thoughts and views of the provision.
- The inspector looked at a range of documentation, including safeguarding policies, children's assessment records, staff supervision arrangements, and staff suitability.
- The inspector observed the quality of teaching and staff interactions, as children engaged with indoor and outdoor activities.

Inspector

Joanne Steward

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager has not identified significant weaknesses in the provision and has not taken sufficient action to address these. Staff supervision and support are weak, leading to inconsistent teaching. For example, although the manager is aware that staff need to improve their teaching, she has not tackled this successfully, to help build on their skills, to benefit children. She is not an effective role model and does not demonstrate good leadership skills to guide staff in setting high standards. Staff have attended some training to help support children's communication and language, and they work closely with outside professionals. The manager has introduced 'uniforms' for children and sends home 'activity sheets', to help support children's eventual move to school. The manager monitors children's progress, although has not identified the need to support younger children further. Safeguarding is effective. The manager and staff ensure the premises are secure, and are alert to child protection issues, to help protect children from harm.

Quality of teaching, learning and assessment is inadequate

The planning of activities and support for younger children are poor. Staff do not plan or differentiate the learning outcomes, to ensure they receive the same level of support as their older peers. Staff do not meet these children's next steps sufficiently. Some whole-group activities are poorly organised. Staff do not adapt their teaching to include the individual needs of all children, such as during circle time. During child-led activities and their free play, staff do not support all children's next steps to further their progress. Nevertheless, staff make frequent observations and assessments of children. They plan specific activities for older children in preparation for their move to school. Partnerships with parents are successful. Children take home books to support their literacy skills.

Personal development, behaviour and welfare are inadequate

Significant weaknesses in leadership and management and the quality of teaching mean children quickly become bored and run around the room, not always listening to staff instructions, which limits their ability to learn well. When activities are set up, children are generally interested and inquisitive. However, staff spend considerable time organising the room and activities, meaning children have to entertain themselves for long periods. In addition, there are limited routines, meaning children do not always know what they should be doing or where to go. This causes children's behaviour to decline. Nonetheless, children are confident and happy, and staff encourage them to be kind and caring. Children develop their physical skills playing outside and engage in dance opportunities.

Outcomes for children are inadequate

Children do not make good progress or achieve what they are capable of, due to inconsistent teaching and a disorderly environment. Although younger children enjoy outdoor mark making with water, and older children learn how to share and take turns, they do not receive sufficient support to meet all of their next steps. Children are often disengaged and, at times, they wander aimlessly and their behaviour deteriorates.

Setting details

Unique reference number	EY497500
Local authority	Plymouth
Inspection number	1039557
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	38
Name of registered person	Little Bear's Childcare Ltd
Registered person unique reference number	RP903005
Date of previous inspection	Not applicable
Telephone number	07985245912

Little Bear's Childcare registered in 2016. The pre-school is located in Plymstock, Devon. It operates Monday and Tuesday from 9am to midday, and Wednesday and Thursday from 9am to 3pm, during term time only. The setting provides free early education funding for children aged two, three and four years. There are five members of staff, four of whom hold a level 3 qualification, and one holds a relevant level 2 qualification.

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