

Little Bears Pre School

Little Bears, Brickley Lane, Devizes SN10 3BF



Inspection date	1 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The highly experienced manager inspires her staff, who are keen to demonstrate their excellent practice. Staff are eager to develop and share their knowledge and skills, which helps them achieve very high standards.
- Staff pay great attention to meeting children's individual needs. Staff observations and outstanding partnerships with parents enable them to tailor care and learning precisely for each child.
- Staff use their deep understanding of how children learn and develop, to create rich and exciting learning experiences. Children are highly motivated and absorbed in their play. Staff encourage children to think creatively, persevere and find their own ways to do things. Children make rapid progress and gain the skills they need in readiness for starting school.
- The environment is exceptionally inviting. Resources are particularly stimulating, organised well and readily accessible to children. Children develop independence and choose what they would like to do.
- The manager monitors children's progress extremely effectively. Staff quickly identify where children may be slower to develop, and they implement specific programmes to support children and help them catch up. Gaps in achievement are narrowing, including for children who have special educational needs and those who receive additional funding.

What the setting needs to do to improve further

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

- find ways for staff to share with colleagues what their key children need to learn next, so all staff can help children achieve their next steps in learning as rapidly as possible.

Inspection activities

- The inspector observed staff interacting with children during indoor and outdoor activities. She discussed how staff and managers support children's learning and monitor the progress they make.
- The inspector carried out a joint observation of an activity with the manager. They discussed how managers monitor and improve the quality of teaching.
- The inspector looked at documentation, including children's records, evidence of staff suitability and training, policies and procedures, and evaluation records.
- The inspector held discussions with the chairperson and the manager about safeguarding, the self-evaluation of the pre-school and the plans for improvement.
- The inspector took account of the views of parents spoken to on the day and from written testimonials and questionnaires.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of leadership and management is outstanding

The manager observes staff and gives constructive feedback on their teaching. She schedules time each week for staff to reflect on the impact of their work on children's learning and well-being. She recognises that staff could develop better ways of sharing information with each other. The manager welcomes challenge and advice, and has regular support visits from early years consultants. She attends managers' forums to exchange best practice ideas. Staff are highly reflective, not afraid to question current ways of thinking and are creative in the ideas they bring to the pre-school. Safeguarding is effective. The manager instils a high level of professional curiosity in her staff, so they are alert to any signs of possible concern. Staff are trained and confident to recognise, record and report any concerns.

Quality of teaching, learning and assessment is outstanding

Staff observe children carefully and make special note of children's well-being and involvement in activities. They use focused small-group activities very effectively, to support speech development, build confidence and sustain interest. Staff ask thought-provoking questions, such as 'what does the gold glitter make you think of?' Staff respect children's ideas and let them decide how to develop their play. Children show sustained levels of activity and are deeply involved in their play. Staff recognise that children learn in different ways. They note that some are reluctant to use pencils or crayons, so provide ample engaging activities, such as rolling cars through paint, to promote early writing skills. Children shriek with delight as a host of frightening creatures chase them through the wood, in their own telling of a familiar story. They have wonderful opportunities to learn about the natural world. For example, they collect frog spawn and watch tadpoles develop, before releasing the frogs into the pond.

Personal development, behaviour and welfare are outstanding

Children flourish in this nurturing environment. Staff take great care to ensure familiar adults reassure children until they feel secure. These sensitive interactions build children's self-esteem and resilience, giving them an exceptionally secure base on which to develop their learning. Children behave impeccably. Staff support them well in managing strong emotions. They play exceptionally well together and form firm friendships. Children learn to act safely. They know to put on safety goggles and work gloves before using real tools at the work bench. Children play energetically for long periods outside, which greatly benefits their development, health and well-being.

Outcomes for children are outstanding

Children are extremely independent and approach learning with great enthusiasm. They very confidently share their thoughts, for example, they describe a butterfly as having 'long thin ears and mountains on its wings'. Children love stories and show interest in writing. They use their growing mathematical understanding to solve their own problems, such as finding the right-sized tin to fit in the oven.

Setting details

Unique reference number	EY538416
Local authority	Wiltshire
Inspection number	10077085
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 4
Total number of places	24
Number of children on roll	20
Name of registered person	Little Bears Pre School Limited
Registered person unique reference number	RP538415
Date of previous inspection	Not applicable
Telephone number	0138072322

Little Bears Pre School re-registered in 2016 and operates from the grounds of Nursteed Primary School in Devizes, Wiltshire. The pre-school opens on Mondays and Thursdays from 9am until 3pm, and on Fridays from 9am to midday. It receives funding to provide free early education for children aged two, three and four years. A team of five childcare staff is employed. All staff hold recognised early years qualifications at level 3. The manager holds early years professional status.

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