

# Little Bear's Childcare

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



<b>Inspection date</b>	18 October 2018
Previous inspection date	2 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

### The provision is good

- The manager and staff are committed to providing the best possible service for children and families. Following the last inspection, they have reviewed and evaluated their practice well to identify clearly areas for improvement. They have made many positive changes to improve outcomes for children, such as reorganising the environment.
- Staff are caring and attentive, and form strong bonds with children. They get to know younger children's interests well and thoughtfully plan activities that help them to settle quickly. Children become familiar with the routines of the day and feel safe and secure.
- The manager and staff have developed an effective system to assess children's starting points when they start to attend, in collaboration with parents. They plan interesting experiences that meet children's needs and support their enjoyment of learning well.
- Staff provide good support to children's learning through positive interactions during activities. For example, they skilfully encourage older children to compare sizes and shapes as they enjoy construction activities. This supports children's mathematical development effectively. Children make good progress from their starting points

### It is not yet outstanding because:

- Staff do not consistently encourage parents to share what children are achieving at home, to help staff strengthen and extend their learning further.
- Although children gain good communication skills, staff miss some opportunities to support their interactions during routines to help them to make even better progress in their speech and language development.

## What the setting needs to do to improve further

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

- encourage parents to contribute what children are achieving at home to focus even more precisely on children's next steps in their learning and development
- support children's interactions during routines to extend their communication skills and promote their social skills.

### Inspection activities

- The inspector carried out a joint observation with the manager and discussed the quality of teaching and learning.
- The inspector held a meeting with the manager and discussed the pre-school's self-evaluation. The inspector looked at a range of documents, including the pre-school's policies and children's records.
- The inspector held a meeting with the manager and discussed the pre-school's self-evaluation.
- The inspector observed staff engaged in activities with children indoors and outside.
- The inspector spoke to staff, parents and children, and took account of their views.

#### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of leadership and management is good

The manager recruits and supervises staff effectively to ensure the staff team keeps its knowledge and skills up to date. For example, staff have attended training on adapting their practice with younger children. This has enriched the environment and experiences for younger children and promoted their engagement in activities effectively. The manager monitors children's learning thoroughly and uses funding effectively to address any gaps in their development. Effective partnerships with other professionals help staff to support all children's individual needs. Safeguarding is effective. The manager and staff are vigilant about children's health and safety. They have a good understanding of the procedures to follow should they have any concerns about a child's welfare. The manager and staff work well with other providers and local schools to achieve continuity for children's future education.

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

Staff have a good understanding of how children learn through play. They organise interesting adult-led activities that support children at different stages of their development well. For example, staff skilfully encourage younger children take turns and develop their listening skills as they join in with games and action songs. Older children become captivated as staff bring familiar stories to life, using interesting props, for example, that promote their engagement and develop their early literacy skills well. Staff are attentive and always ready to follow children's ideas and enthusiasms. For example, they join in with children's pretend play, making suggestions and adding resources to extend their learning and promote their creativity.

### Personal development, behaviour and welfare are good

Staff work hard to organise a stimulating and welcoming environment each day for children to explore and investigate. They greet children warmly as they arrive and encourage them to make independent choices about their play. This supports children's confidence and self-esteem well. Children learn to adopt healthy lifestyles and enjoy regular access to fresh air and exercise, and eating healthy and nutritious snacks. They follow good hygiene routines and develop their independence as they take responsibility for small tasks, such as tidying away resources.

### Outcomes for children are good

Children acquire the necessary skills for future learning and their eventual move on to school. They enjoy leading their own play, join in activities with enthusiasm and become motivated to learn. Children gain good physical skills. Younger children concentrate for substantial periods to manipulate toys and construct imaginary worlds. Older children skilfully steer wheeled toys around obstacles with increasing skill and confidence.

## Setting details

<b>Unique reference number</b>	EY497500
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10079458
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Little Bear's Childcare Ltd
<b>Registered person unique reference number</b>	RP903005
<b>Date of previous inspection</b>	2 May 2018
<b>Telephone number</b>	07985245912

Little Bear's Childcare registered in 2016. 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, all of whom hold a qualification at level 3.

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