

Buxton Bears Pre-School



North Chingford Methodist Church, Station Road, Chingford, LONDON E4 7BJ

Inspection date	22 March 2019
Previous inspection date	19 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- There are strong partnerships with parents. Parents speak fondly of how the staff have helped their children to settle well into the nursery.
- Staff spend much of the session interacting with children. They praise and give children encouragement, which boosts children's sense of achievement and promotes their well-being.
- Staff make sure that the environment is warm and relaxing, which motivates children to choose the activities they are interested in and enjoy.
- Leaders have forged good relationships with the local schools that children attend. They plan and organise visits to the schools as part of the children's transition process.
- The outdoor area is well designed, and effective planning means that children enjoy the space and they have opportunities to develop both fine- and large-motor skills.
- Leadership and management are strong. Leaders have established good routines that help children feel safe and secure. Children have a good understanding of what comes next during the session.
- Children have many opportunities to be creative through planned activities. However, they have fewer opportunities to explore their individual creativity.
- Although staff complete assessments to measure children's progress routinely, the way staff gather children's starting points for learning is less effective. Despite this, children make good progress in their learning.

What the setting needs to do to improve further

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

- strengthen opportunities for children to explore and develop their own creativity
- help staff to gather children's starting points consistently so that this information can be used to plan activities that meet their individual needs from the start of their placement.

Inspection activities

- The inspector took account of the views of parents and carers.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector discussed with staff their understanding of how children learn and make progress.
- The inspector conducted a joint observation with the pre-school manager.

Inspector

Jan Cameron

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders ensure that all staff attend safeguarding training and as a result, staff have a good understanding of the safeguarding policy and procedures. Staff understand what may concern them regarding children's welfare and take the necessary steps to protect them. Leaders implement effective vetting and recruitment procedures to assure the suitability of staff to work with children. The manager carries out supervision meetings with the staff and this helps to enhance and improve their practice. Staff are well qualified and this shows in their positive interactions with the children. Additionally, the manager carries out observations of staff while they are working with the children, and her constructive feedback helps to improve teaching further.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's individual needs and interests. They support children's learning by interacting with them during their play and through targeted group sessions. They encourage children to learn sounds of letters, developing their knowledge of phonics. Children have the opportunity to learn other languages, such as Spanish and enjoy singing songs in this language. Children are given the opportunity to write their names independently on their artwork. Staff have a good understanding of the children's age and stage of development. The use of a daily checklist to record children's achievements assists the accuracy of their assessments of children's ongoing learning. Staff help children to learn mathematical concepts, such as positional language, through engaging activities. Through this, children enhance their vocabulary, as they learn words such as 'fast', 'slow', 'stop' and 'go'.

Personal development, behaviour and welfare are good

Children display high levels of engagement; they interact happily with their peers and participate in cooperative play. Staff have good relationships with their key children and are confident to explain children's abilities and development. Children develop self-help skills, for example by serving themselves healthy snacks. Children have opportunities to develop their physical skills as they make good use of the outdoor environment. They access a range of bicycles and ride-on toys safely, which helps them to develop their large-motor skills. Children routinely learn about different cultures and take part in local and cultural events. Additionally, the dad's and grandparents' play sessions promote children's ability to share their learning with people who are important to them.

Outcomes for children are good

Children make good progress and are developing the skills for the next stage of their learning. Children with special educational needs and/or disabilities (SEND) are supported by staff to access the necessary additional support needed to prepare them for full-time education. Children have good opportunities to develop their speech and language skills, as staff teach them songs and gestures to help them understand words and their meanings.

Setting details

Unique reference number	156206
Local authority	London Borough of Waltham Forest
Inspection number	10072458
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	32
Number of children on roll	56
Name of registered person	Buxton Bears Pre-School Committee
Registered person unique reference number	RP905917
Date of previous inspection	19 January 2016
Telephone number	0208 529 6156

Buxton Bears Pre-School registered in 1993. The pre-school employs 12 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 2 or above. There is one unqualified staff member. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.05am until 3.05pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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