

Bears In The Park Pre-School



2nd Datchet Scout Hut, Green Lane, Datchet, Berkshire SL3 9EX

Inspection date	22 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The provider has not appointed a named deputy manager who is qualified and able to cover in the manager's absence.
- The procedures for risk assessment are not consistently robust. Potential hazards, specifically in the outdoor play areas, are overlooked and not rectified to minimise any risk of harm to children.
- Arrangements for the deployment of staff do not ensure that staff meet children's care and learning needs at all times.
- The processes for self-evaluation are not rigorous enough to identify weaknesses in the pre-school that need to be addressed quickly.

It has the following strengths

- Children are cared for in a welcoming environment and they have opportunities to explore a varied range of resources during play. Children are well behaved, happy and enjoy their time at pre-school.
- Partnerships with parents are friendly and genuine. Parents are encouraged to support their children's learning at home. For example, children take home reading books. To promote this even further, staff provide guidance for parents on how to best promote their child's early reading skills.
- Staff have developed strong bonds with children. As a result, children arrive at the pre-school happy and ready to play.
- Children develop their emerging literacy skills. For example, they are beginning to recognise their names when they arrive during self-registration.

What the setting needs to do to improve further

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

	Due date
ensure that there is a named deputy who is qualified and able to take charge in the manager's absence	12/06/2019
improve the procedures for completing risk assessments, to help ensure that staff promptly identify and take action to address any risks or hazards to children	19/06/2019
improve staff deployment, particularly in the outdoor area, to meet each child's individual care and and safety more effectively.	19/06/2019

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

- improve self-evaluation processes to help identify weaknesses in the provision and to address these quickly.

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 spoke to staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Kelly Lane

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has no named deputy manager to meet the requirements of the registration. Risk assessment procedures are implemented. However, staff do not always ensure all potential hazards are identified. For example, an opening in the back play area is not sufficiently closed off to children and poses a potential risk of harm. Safeguarding is effective. The manager ensures staff have an understanding of their role and the processes and procedures to follow in regard to safeguarding. Staff know children well and are confident in recognising and recording concerns, such as changes to children's behaviour.

Quality of teaching, learning and assessment is good

Overall, staff have a good understanding of how children learn. Staff's positive interactions in children's play help them to practise developing skills. For example, staff use simple questions to encourage children to think about telling the time. Using their emerging mathematical skills, children are able to name numbers as they catch numbered balls in the water tray. Staff use children's interests to extend their understanding of the world. For example, children talk about people who help them, such as a lollipop person. Staff regularly share ongoing information about children's progress with parents and other professionals. They work closely with others to identify targets in order to support children's progression.

Personal development, behaviour and welfare require improvement

Staff organise the stimulating resources effectively to ensure children can make their own choices and lead their own play. Overall, children behave and cooperate well with their friends. However, staff are not effectively deployed, especially when children move between the inside and outside environments. For instance, all members of staff were deployed outside while children accessed resources indoors.

Outcomes for children are good

Children progress well in relation to their starting points. They are keen learners who practise their emerging skills in their play. For example, children show developing physical skills as they use different sized spoons to make a 'magic cake' in the mud kitchen. They carefully pour the water into the mixture with precision. Later, children use these skills to enhance their independence as they pour their own drinks at snack time. Children are well prepared for their move to school. For example, older children begin to write the letters in their name. They recognise sounds that are represented by letters of the alphabet.

Setting details

Unique reference number	EY544601
Local authority	Windsor and Maidenhead
Inspection number	10094733
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	32
Name of registered person	Bears In The Park Pre-School Limited
Registered person unique reference number	RP544600
Date of previous inspection	Not applicable
Telephone number	07432025123

Bears In The Park Pre-School registered in 2017 and is located in Datchet. The setting operates Monday to Friday from 9am to 3pm, during term time only.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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