

Inspection of Three Bears Pre-School

St George's Church Hall, Jumpers Road, Christchurch, Dorset BH23 2JR

Inspection date: 15 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children in this pre-school are independent and confident with an eagerness to learn, explore and participate in activities. Children's behaviour is good and they are polite and kind. They develop close relationships with their friends and with the staff.

Children enjoy planned activities in their key group, based on their interests and on what they already know and can do. For example, they recall from previous cooking activities that yeast makes bread rise and get bigger. Older children use complex vocabulary, such as 'protein' and 'calcium', when they talk about food that is good for them.

Staff teach children to play safely and follow good hygiene habits. At registration time, children explain how they wash their hands and why. They thoroughly enjoy a juicy watermelon at snack time and sit chatting happily with their friends.

Outside, children have good learning opportunities. They climb and balance on the physical play equipment, race trucks with their friends and write and draw on the chalkboards, laughing as they use water sprays to wash their chalk marks away.

What does the early years setting do well and what does it need to do better?

- Children learn the 'three bears' rules' from an early age. They proudly describe how to be kind and helpful to each other, and how to share and take turns. Children follow the good role models staff provide and behave very well.
- Staff interact positively with children. They speak clearly, introduce new words and listen carefully to what children have to say. Staff place good emphasis on children's language development, using additional strategies to help those who are still developing their speech to catch up.
- There is very good support for children with special educational needs and/or disabilities. Key staff liaise closely with the area coordinator and other professionals to set targets for development. Staff take care to adapt activities and the environment to meet the needs of children who need extra help effectively.
- Staff working with younger children sometimes focus too closely on activities that provide too much challenge, rather than supporting children's personal, social and emotional development more effectively. At times, the move from one activity to another means that younger children spend quite a lot of time lining up and waiting.
- The provider and her deputy meet with staff regularly to discuss their practice, talk about their key children's development and identify any areas for their professional development. Staff have regular opportunities to develop their skills.

For example, the management provides team in-house and external training.

- The partnership with parents is a particular strength of the setting. There is very good communication between staff and parents, and effective two-way communication about children's development at home and in the setting. Parents acknowledge that staff prepare children well for the move to school.
- Children enjoy using a broad range of good-quality resources, both indoors and outside. However, images of cultural diversity and disability to support children's understanding of the wider world are limited.
- Staff make story time an adventure. Children listen eagerly to the well-read story and enthusiastically join in with remembered lines. This enjoyment and love of books spills over into their free play, where they enjoy reading books alone or with a friend.
- Children enjoy their learning and make good progress. Overall, staff understand what they need to learn next and plan activities they know children will enjoy. For example, following their interest in the changing season, children make autumn pictures with leaves and paint.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure they keep up to date with safeguarding matters and almost all staff have attended training. They are very clear about how to recognise when a child may be at risk and know how to record and refer any concerns. The management team follows safer recruitment procedures to ensure staff are, and remain, suitable to work with children. The learning environment is safe and secure. Children understand that behaving safely, such as walking inside with 'kind feet', helps to keep them and others safe.

What does the setting need to do to improve?

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

- monitor staff practice for those working with the youngest children to help them focus more effectively on children's personal, social and emotional development and adapt activities and routines to enhance children's experiences
- review the provision and use of resources and activities that help children learn about the diversity of the world around them.

Setting details

Unique reference number	EY312682
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10069287
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 3
Total number of places	40
Number of children on roll	76
Name of registered person	Carter, Nicola
Registered person unique reference number	RP514086
Telephone number	07917 820040 or 01202 496163
Date of previous inspection	26 November 2014

Information about this early years setting

Three Bears Pre-School registered since 2005. It operates from two rooms in St George's Church Hall in Christchurch, Dorset. The pre-school opens five days a week during school term times, from 8am to 3pm. It receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs seven members of staff, the majority of whom hold early years qualifications.

Information about this inspection

Inspector

Anne Mitchell

Inspection activities

- The deputy showed the inspector around the pre-school and discussed the aims and objectives of the pre-school.
- The inspector observed the children and staff throughout the inspection to check how the activities provided help children make progress.
- The deputy and the inspector observed an activity together and discussed its success and areas for development.
- The inspector spoke to parents, children and staff at appropriate times during the inspection.
- The inspector checked first-aid certificates and documents relating to staff suitability.

We carried out this inspection 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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