

Inspection of Little Bears Pre-School

Roseberry CP School, Roseberry Crescent, Great Ayton, Middlesbrough, Cleveland
TS9 6EP

Inspection date: 17 January 2020

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
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

All staff know the children in their care very well. Each morning before the pre-school opens, staff discuss who will be attending and what they want each child to learn during the session. The pre-school is interesting and attractive for children. Children separate from their parents confidently. Staff warmly welcome every child individually and all children are safe and happy in the setting.

Staff are positive role models and have high expectations for children's learning and behaviour. As a result, children's behaviour and attitudes are exceptional. Children are extremely well behaved. They are well aware of the rules of the setting and show respect for the environment and resources. For example, children independently fetch a dustpan and brush to clean up sand that they spill on the floor. They know what time to tidy up and are all involved.

Children are highly motivated and demonstrate high levels of involvement in activities. They are very keen to join in, share and cooperate with each other. Children have consistently positive attitudes to their play and learning and show interest in the learning environment and resources available. For example, they demonstrate excellent patience and teamwork when making play dough together.

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

- Staff successfully build on what children know and can do, to support their future learning. Staff are skilled at following children's leads and interests in order to extend activities. For example, when building sandcastles, children decide to go to the craft area to make flags for their castles. Also, after reading a book about having tea, children make their own large tea party on a picnic blanket. Staff consistently offer appropriate support to extend children's language and thinking skills.
- The quality of education and teaching across all areas of the curriculum is good. Children are beginning to understand early mathematical concepts appropriate to their stage of development. When making play dough, they talk about 'empty', 'half-full' and 'full'. They also estimate how many more scoops they would need to fill a cup. Staff skilfully ensure they cover as many areas of learning as possible during each activity. However, some activities, such as making play dough, are not sufficiently challenging for the most able children.
- Staff provide healthy snacks for children and use eating times as learning opportunities. For example, children recognise their name card and also count how many pieces of fruit they have. Children show good levels of independence when using the bathroom, washing their hands and tidying up. This promotes children's confidence, self-esteem and sense of achievement.
- The key-person system works well to promote children's personal development.

All staff are key figures for all of the children. This ensures that care practices meet children's individual needs. Staff promote children's language and communication skills effectively. They do this through regular discussions, singing and story times.

- Children learn about diversity through a range of activities, including different cultural celebrations. Children also build on what they already know. For example, they make cricket wickets from construction toys, which are an excellent representation of real wickets.
- The leadership and management of the provision are good. There is a strong staff team that works well to provide the best possible care and education for each child. Staff ensure they promptly identify any children who may need early intervention. This ensures they put procedures in place for children to receive support at the earliest opportunity. The pre-school also works well with other professionals and settings. This ensures good transition procedures and effective information sharing about children's individual needs.
- Parents express very positive comments about staff and the care and education their children receive. Parents particularly like how well staff help their children to settle in when they first start to attend. The provider has made good progress since the last inspection and has fully addressed the recommendations. Staff are excellent role models for the students they support and offer ongoing constructive feedback and advice.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate good knowledge and understanding of how to keep children safe. They are aware of the procedures to follow should they have concerns about a child or a colleague. Staff have a good attitude towards professional development and attend relevant training courses to continuously improve the provision. Training attended since the last inspection includes safeguarding and also the wider aspects of child protection, such as the 'Prevent' duty guidance.

What does the setting need to do to improve?

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

- ensure that activities are sufficiently challenging for the most able children.

Setting details

Unique reference number	EY357840
Local authority	North Yorkshire
Inspection number	10071729
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	24
Name of registered person	Egerton, Debra
Registered person unique reference number	RP910949
Telephone number	07790 139553
Date of previous inspection	7 December 2015

Information about this early years setting

Little Bears Pre-School registered in 2007 and is situated in a modular building in the grounds of Roseberry Primary Academy, Great Ayton. The setting is privately owned and managed. The pre-school employs four members of childcare staff. Of these, two hold early years qualifications at level 3, including the owner/manager, and one member of staff holds a qualification at level 7. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am. The pre-school also opens from 12.15pm until 3.15pm on Monday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with children, staff and students throughout the inspection.
- The pre-school manager and the inspector completed a joint observation of an activity.
- The inspector had a meeting with the pre-school manager and looked at relevant documentation, including policies, children's learning information and evidence of the suitability of staff working in the pre-school.
- The inspector obtained feedback from parents and took account of their views.

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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