

# Inspection of Bouncy Bears Pre-School

Springwood Community Centre, 110 Springwood Avenue, Waterlooville PO7 8BJ

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Inspection date: 1 December 2021

**Overall effectiveness** **Good**

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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 demonstrate that they feel safe and are happy at the pre-school. They enter the main play area with confidence and enjoy a wide range of toys and activities readily available to them. Children have positive attitudes to their learning and demonstrate good curiosity and concentration as they play. For example, they use tools and cutters when exploring with the dough and pasta to help them create sculptures and use items for transporting. Children are developing some close friendships. They are seen to excitedly welcome each other as they enter the pre-school and are heard calling out their friend's names to get them to join in with their play. This shows that they enjoy each other's company.

Children benefit from an inclusive and fun curriculum, which is supportive of helping them achieve in their learning and development. Staff are on hand to support children and engage and play with them well, overall. Children enjoy being physically active. They have fun as they enthusiastically shake and play musical instruments during a singing session. Outside, the children show they enjoy taking risks as they negotiate steps to the climbing frames and use free space to run when playing a chase game. This helps develop children's muscles and coordination. Children's communication and language is well supported by staff, who read stories enchantingly to them during the session.

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

- Staff provide a welcoming and exciting learning environment. They have a good knowledge and understanding of the children's needs and what they want them to learn. Staff deliver the curriculum well. They support all children and provide good opportunities to help them move on and that will eventually enhance their future learning.
- The manager deploys the staff well and staff are good at giving children time to do things for themselves. For example, children choose what they would like to do and are given time to self-register, and independently take off and hang up their coats. This supports their independence skills.
- Children have good opportunities to develop their understanding of the wider world. For instance, staff take children out in the community to experience the world around them. Children benefit from outings, such as travelling on public transport, visiting the pet store and the local library, to help broaden their experiences.
- Staff are effective in supporting children's speaking and listening skills well, overall. For example, they provide a narrative of what the children are doing and tactfully correct mispronunciation. Children demonstrate that the staff are important to them as they interact with them and include them in their play. However, at times, staff do not give children enough time to think and respond

to questions. This somewhat hinders children's ability to consider their thoughts and express their own ideas.

- Staff remind children of the boundaries that keep them safe, and children behave well. Children benefit from the praise and encouragement that they receive from the staff, which helps to support their self-confidence.
- Children follow and staff maintain good hygiene practices. The pre-school is safe and secure. Children enjoy social mealtimes, where staff are on hand to offer support and guidance, such as how to use the tongs to select the fruit they would like. Although staff provide nutritious snacks to children, they do not use opportunities to support children to see how healthy eating contributes to their overall health and fitness.
- Partnerships with parents are positive. Parents speak highly about their children's care. They comment that they receive consistent information and feedback about their children and that they are very happy with the care they receive. Partnerships with other professionals involved in children's care, including children with special educational needs and/or disabilities, are well maintained.
- The management team support the staff well. Staff are well qualified and have regular team meetings, supervision, and good access to training to help advance their professional development. Recent training has included yoga and behaviour management techniques. This means staff are being supported to enhance their practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a confident understanding of their roles and responsibilities to keep children safe. They are aware of the signs and indicators that may mean a child is at risk, and they understand the procedures to follow if they have concerns about a child. The management team ensure that staff undertake regular training and discuss safeguarding scenarios with them to ensure that their knowledge remains up to date. Staff help children to develop their awareness of how to be safe, such as using walking feet inside and reminding children how to sit safely on the chairs. Robust recruitment and vetting arrangements help to ensure that those working with children are suitable for their role.

## **What does the setting need to do to improve?**

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

- create more opportunities to challenge children's thinking, and encourage them to solve problems and come up with their own ideas
- extend ways to help children understand the importance of living a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	EY476516
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10143330
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Carr, Rebecca
<b>Registered person unique reference number</b>	RP901753
<b>Telephone number</b>	
<b>Date of previous inspection</b>	24 September 2014

## Information about this early years setting

Bouncy Bears Pre-School registered in 2014. The pre-school operates in the Springwood Community Centre in the Waterlooville area of Hampshire. The pre-school operates Monday to Friday, from 9am until 3pm, during school term time. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs three staff members to work with the children, all hold relevant early years qualifications.

## Information about this inspection

### Inspector

Tracy Bartholomew

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the pre-school curriculum during a learning walk with the inspector.
- The area manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the pre-school through discussions with the inspector.
- Staff spoke to the inspector throughout the inspection

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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