

Inspection of Bramble Bears

Ashwellthorpe Village Hall, The Street, ASHWELLTHORPE, Norfolk NR16 1AA

Inspection date: 8 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Friendly and attentive staff greet children at the door with a welcoming smile. Children bound in with enthusiasm and an eagerness to play and explore. Child-led learning is at the heart of the provision. On entering this nurturing community pre-school, children immediately self-select inviting activities that are familiar to them. Knowledgeable staff understand that children learn in different ways. This is reflected in the resources made available to them in the outdoor and indoor environments. For example, children who enjoy learning in a physical way develop early mathematical skills as they count how many soft cushioned shapes they can throw into a large soft-play area. Children who like to learn in a visual way delight in going on a bug hunt and looking for fruit and vegetables in the garden with their magnifying glass.

Children are very sociable and invite visitors to join in their play. Children show respect for each other, and older children invite younger children into their play. Staff teach children to play cooperatively, and they are beginning to accept the needs of others. These teaching strategies are highly effective. For example, children collect a sand timer so they know when it is their turn with a popular toy.

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

- A successful key-person system supports children to make secure attachments with staff and close friendships with peers. Parents report how well their children settle at the provision. Staff communicate effectively with parents before their children start. They continue this with daily face-to-face and regular online communications. With parents' first-hand knowledge and through regular observations and assessments, staff plan for children's next steps in their learning. Overall, teaching is meaningful. However, staff's good teaching skills are not consistently being used to challenge children's learning and build on what they already know.
- Children show high levels of self-esteem and confidence as they stand in front of their peers and talk about a toy they have brought from home. Staff prompt discussions that empower children to talk about their families and things that are important to them. As a result, children take pride in communicating their achievements with others and learn about what makes them unique. Children beam with pride as they show staff their colourful poppy pictures they made for Remembrance Day.
- Children have a very good understanding of high-quality hygiene routines. Staff encourage children effectively to wash their hands before meals and after visiting the toilet. Children are actively involved in supporting their self-care needs and are consistently praised for their efforts. As a result, children demonstrate confidence in their abilities, such as when they help their friends to

open tricky food packaging at lunchtime.

- Staff have a clear vision for encouraging independence. The curriculum and the staff's effective care practices promote children's confidence, resilience and independence. However, staff do not consistently provide opportunities for children, including children with special educational needs and/or disabilities (SEND), to become increasingly independent in managing their personal needs.
- The management committee is closely involved with the running of this inclusive pre-school. Together with parents and staff, the robust team reflects a positive and respectful culture where children feel safe and secure. Since the previous inspection, the manager has extended existing systems for the monitoring of staff's performance. The manager is reflective and conscientious. She understands the needs of staff, and support is put in place to focus on improving staff's knowledge of the areas of learning. Subsequently, staff report high levels of well-being. Staff are dedicated to ensuring positive outcomes for all children.
- Children build on their vocabulary through meaningful discussions with staff and peers. Staff swiftly identify when a child may need additional help to make the highest possible progress. They initiate communication with outside professionals, such as speech and language therapists, and work cooperatively with them. As a result, all children, including children with SEND, develop detailed knowledge and skills across the seven areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority, and regular risk assessments ensure children's safety. The manager demonstrates a vigorous recruitment process that involves ongoing suitability checks of staff. Leadership and management have extremely clear expectations of staff. All staff have robust safeguarding knowledge and can identify signs of potential abuse and neglect. Staff know what action to take if they are concerned about the welfare of a child. Regular safeguarding training is provided to all staff members. Regular safeguarding quizzes and staff meetings ensure safeguarding knowledge is up to date, including knowledge of wider issues such as online grooming or exploitation.

What does the setting need to do to improve?

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

- develop staff's good teaching skills to challenge children's learning and build on what they already know
- focus on consistently supporting children, including children with SEND, to develop independence in managing their self-care needs.

Setting details

Unique reference number	253964
Local authority	Norfolk
Inspection number	10234438
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Bramble Bears Committee
Registered person unique reference number	RP519100
Telephone number	07751323991
Date of previous inspection	12 December 2016

Information about this early years setting

Bramble Bears registered in 1992 and is run by a committee. The pre-school employs five members of childcare staff. Three members of staff hold appropriate early years qualifications at level 3 or above and two staff members at level 2. The pre-school is open Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

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 manager and has taken that into account in their evaluation of the provider.
- The pre-school manager and the inspector completed a tour of the setting, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other records.

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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