

Inspection of Little Bears Preschool

Great Ayton Cricket Club, Easby Lane, Great Ayton, North Yorkshire TS9 6JX

Inspection date: 9 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive with enthusiasm and are eager to participate in activities, which are based on their interests. For example, they confidently choose resources and have access to a good range of craft materials. Children paint and confidently use scissors. This helps them to develop their imagination and creative skills and supports their small physical skills. Staff provide children with many opportunities to extend their literacy skills. For example, they encourage children to write their names, when they are developmentally ready, and engage children in regular story sessions. Children enthusiastically join in with familiar stories and phrases. They use their imagination as they make up lyrics to songs.

Children demonstrate confidence when practising their physical skills. For example, they take part in yoga classes and play hide and seek games in the outdoor play area. Children confidently extend their physical skills as they use a knife to cut fruit during snack time.

Children develop their imaginations as they participate in make-believe play using a range of role-play resources. For example, they dress up as superheroes. Children are free to play and explore independently. They are highly imaginative, curious and enthusiastic learners. Children are well prepared for the next stage in their learning, including starting school.

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

- Staff are fully aware of the intent for the curriculum, and this is well implemented. For instance, they are consistent in building on and extending children's language skills. Staff use clear, simple words when speaking to children and give them the time they need to respond to the range of good questions they ask them.
- Management monitor and track the progress of all children. They have a clear overview and understanding of all children's progress and use this information to make sure children receive additional support when necessary.
- Staff gather good information about children and their family lives, so that they can understand the experiences they have before they come to the pre-school. However, at times, their relationships with parents focus mostly on meeting children's care needs, rather than supporting parents to extend their children's learning at home. Nonetheless, parents speak highly of the helpful and kind staff.
- Management has high expectations for all children. They use additional funding successfully to meet individual children's developmental needs. Staff ensure that children from disadvantaged backgrounds and those with special educational needs and/or disabilities have access to the curriculum and make good progress

from their starting points in learning.

- Children demonstrate their understanding of the pre-school's rules. Staff role model expected behaviour and show respect to children. They regularly use praise and offer gentle reminders. Children behave well and use good manners. Staff teach children to do things for themselves whenever possible to help promote their independence. For example, children wash their hands, put on their own boots and coats for outdoor play.
- Staff develop good partnerships with local schools that children move on to and work well with other professionals. For example, speech and language therapists. However, they are not as successful in developing working partnership with other settings that children attend. This means that children who attend other settings lack consistency in their learning.
- Children explore a range of environments in the local area. For instance, they go to see llamas and sheep in the nearby fields. This helps to promote their understanding of the world around them.
- Older children increase their mathematical knowledge. For example, they count pieces of fruit at snack time and talk about the different sizes of their cups. Children focus for long periods of time on activities, such as completing jigsaws. Staff challenge children's thinking, which supports them to problem solve.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms of abuse and where to report any concerns they may have regarding children's welfare or safety. They update their knowledge about all safeguarding concerns, such as the 'Prevent' duty to help them protect children. Staff knows the procedure to report to appropriate agencies if an allegation is made. Risk assessments are effective in minimising potential hazards. The management team follows robust procedures for safe recruitment, induction and supervision to ensure staff are suitable to work with children. They monitor children's attendance consistently well.

What does the setting need to do to improve?

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

- continue to improve the existing good systems for communication with parents to further enhance effective information sharing with them
- establish partnerships and exchange important information with other providers who share the care of the children.

Setting details

Unique reference number	2615761
Local authority	North Yorkshire
Inspection number	10263401
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	17
Number of children on roll	19
Name of registered person	Egerton, Debra
Registered person unique reference number	RP910949
Telephone number	07790139553
Date of previous inspection	Not applicable

Information about this early years setting

Little Bears Preschool re-registered in 2020 and is situated in Great Ayton Cricket Club. It operates term time only, Monday to Friday, from 7.30am to 5.30pm. The pre-school employs two members of childcare staff who manage the pre-school together. Of these, both hold appropriate early years qualifications, including one with early years professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the pre-school.
- The inspector held discussions with the managers of the pre-school about the design of the curriculum and how it is being implemented.
- The inspector spoke with staff and children during the inspection. She took account of the views of parents through verbal and written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector observed play and learning opportunities for children and undertook a joint observation of an activity with one of the pre-school managers.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023