

Inspection of Little Bears Pre School

Little Bears, Brickley Lane, Devizes SN10 3BF

Inspection date: 23 May 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children confidently separate from their parents/carers and eagerly enter the pre-school. They find their friends and are quick to engage in their play, showing a positive attitude towards their learning. Staff welcome the children warmly, showing they know the children well as they have conversations with them about their family lives. Children show they have formed secure attachments with staff and feel safe and secure. Children join in with group times and are confident to tell their friends what they would like to do, such as washing the babies and making play dough.

The manager knows the skills and knowledge she wants the children to gain in readiness for school. Most children make good progress, including those children who learn English as an additional language and those who receive additional funding. Staff are quick to seek additional support for those children who may be behind in their development. However, at times, the curriculum does not focus on the key areas some children need to learn next to help close any gaps in learning even more quickly.

Children recall prior learning as staff encourage them to talk about previous activities, showing they have consolidated what they have learned. Children talk about when they planted strawberries and proudly remember that plants need water and sun to grow.

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

- Children's behaviour is good. Following the COVID-19 pandemic, staff identified that children were struggling to share and take turns. They have introduced lots of ways to help children learn these skills. For example, during a 'silly soup' activity, children wait patiently for their turn to choose an object to stir into the soup. Staff acknowledge and praise the children's achievements, helping them understand their positive behaviour. This boosts children's self-confidence and esteem.
- Parents and carers express how happy they are with the progress their children are making at pre-school. They say that their children have made particularly good progress in speech and language and in their social skills with other children, which they were behind in following the COVID-19 pandemic. Parents and carers know what their children need to learn next and are pleased with any specialist support staff have sought for their children to help them catch up.
- The manager can monitor staff's practice and identify strengths and areas for improvement. However, this has not been fully effective in identifying weaknesses in how well staff implement the curriculum for children's early mathematical skills. Therefore, the manager has not provided further training to

improve this area of practice.

- Staff support children's communication and language effectively, including for those who learn English as an additional language. Staff use effective methods to support children who are less confident speakers. Staff engage children in lively conversations, and they encourage children to recall stories and suggest alternative endings. Children regularly join in singing songs at group times to further support their language.
- The manager uses additional funding well to target support for children. She has had visitors teach the children yoga techniques to help them feel calm and invested in books for children to share to help them understand their feelings. This has helped children learn to manage their emotions.
- Children have plenty of opportunities to be outside and in the fresh air. They develop their balancing skills and coordination and negotiate space well. Staff take the children to the conservation area for more active play, such as running around. Children learn the importance of keeping themselves healthy, knowing they need to wear hats and put on sun cream when it is sunny outside.
- The manager has clear priorities for improvement. She plans to set up a lending library to encourage parents to read and play games with their children. She intends for this to further encourage parents to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff support children's welfare very effectively. They are confident in their knowledge of when to refer concerns about children to the relevant agencies to protect their well-being. Staff are confident in their knowledge of the procedure for allegations. The manager maintains detailed records to share information and protect the children from harm. Recruitment procedures are effective in helping ensure staff are suitable for their roles.

What does the setting need to do to improve?

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

- place more focus on what children need to learn next when implementing the curriculum, including for those children with special educational needs and/or disabilities, to help them make the best possible progress
- train staff to place a stronger focus on supporting children's early mathematical skills during activities and routines.

Setting details

Unique reference number	EY538416
Local authority	Wiltshire
Inspection number	10293540
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	24
Number of children on roll	23
Name of registered person	Little Bears Pre School Limited
Registered person unique reference number	RP538415
Telephone number	0138072322
Date of previous inspection	1 October 2018

Information about this early years setting

Little Bears Pre School re-registered in 2016 and operates from the grounds of Nursteed Primary School in Devizes, Wiltshire. The pre-school opens Monday to Friday, from 9am until 3pm, term time only. It receives funding to provide free early education for children aged two, three and four years. A team of five childcare staff is employed. The manager holds a level 6 qualification and three staff hold early years qualifications at level 3. One member of staff is currently studying for a childcare qualification at level 3.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- This is 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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents spoke to the inspector and gave their views of the pre-school, which the inspector considered.
- The inspector spoke to the manager about the leadership and management of the pre-school. The inspector sampled some documents, including suitability checks and training and qualification certificates.
- The inspector observed the quality of education being provided, indoors and outdoors, and the impact this was having on children's learning.

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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