

Inspection of Little Bears Pre-School

Stadhampton Primary School, Cratlands Close, Stadhampton, Oxford, Oxfordshire
OX44 7XL

Inspection date: 13 September 2023

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

Staff enthusiastically ensure that children enjoy their time in this friendly and inclusive pre-school. They are cared for and nurtured by staff, who provide a positive start in a stimulating and inviting environment. Staff support children to feel safe in their surroundings. Children form close bonds with the caring staff and are comfortable seeking out staff and asking for support when necessary. They confidently follow the daily routines and chat freely with staff and their friends about events they can recall.

Children enjoy exploring a wide range of activities, both indoors and outdoors. Staff plan experiences to build on children's learning and understanding, which helps to support children's positive attitudes to learning. For example, children take risks as they explore a range of climbing apparatus and obstacles in the garden, and they are extremely proud as they skilfully balance along planks and tyres.

Staff help children to learn to share and take turns. They provide consistent praise for children's efforts and kindness, acting as positive role models. Children behave well. They receive consistent boundaries from staff, which helps them to understand the expectations for their behaviour. Children help to put resources away when they have finished playing, and they help staff to set the table at snack time. They develop their independence, as they are supported to pour their own drinks and serve their own fruit.

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

- Some committee members have not provided Ofsted with the required information to check their suitability. However, the committee members have completed Disclosure and Barring Service checks and have no contact with children at the pre-school. In addition, they are not involved in any sensitive information or decision making. This means there is no impact on children's welfare.
- Staff know the children and families well, including what interests the children have. Staff encourage children to share experiences they enjoy at home and use this to inform the planned activities. Staff have in the past provided children with a range of learning opportunities outside of pre-school. However, since the COVID-19 pandemic, these activities have yet to be reintroduced. Although staff understand the importance of enhancing children's experiences of the local and wider community, this is not fully effective to support their understanding of the world.
- Staff understand the importance of supporting children's language and communication skills. They plan a wide range of activities for all children based on the skills and knowledge they want them to learn next. However, methods of

team coaching and mentoring are not yet robust enough to improve staff practice. At times, staff deliver activities to support children with what they have planned for them to learn. On occasion, they do not fully consider more opportunities to develop children's wider skills, such as making predictions and offering their own ideas.

- Children learn the importance of following a healthy diet and lifestyle. They follow good hygiene routines and enjoy trying different fruit and vegetables at snack time. They have good opportunities to be physically active and develop a wide range of physical skills, including fine motor skills. Children are adept at using various tools, developing their small-muscle movements as they do. For instance, they demonstrate their curiosity and concentration as they arrange small, colourful pegs onto a board, making patterns and identifying sequences. This supports children's muscle strength for early writing skills, as well as their mathematical development.
- Leaders have a clear vision for the pre-school. Staff morale is good. The manager supports staff's well-being and conducts regular appraisals and supervision sessions with all staff. This helps to identify additional training opportunities. For example, recent training supporting the language lead has helped staff to successfully weave language-rich opportunities into all areas of the curriculum.
- There are good partnerships with the local schools and parents. Staff gather detailed information about children's individual needs and preferences. Parents and carers explain that staff communicate with them about all aspects of children's care and education, including how they can help to develop their learning further at home. Parents say that their children love attending and build close relationships with staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their role and responsibilities to keep children safe. They can identify the signs and symptoms that may indicate that a child is at risk of harm. They know the correct process to follow when raising a concern about a child's welfare, and they are familiar with the whistle-blowing procedures. The provider has a thorough recruitment process. This ensures that staff receive a comprehensive induction programme and that their ongoing suitability is monitored effectively. All staff complete regular safeguarding training. They have a good understanding of broader areas of safeguarding, such as radicalisation and county lines.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the required procedures are followed to supply Ofsted with the information necessary to check the suitability of all committee members.	04/10/2023

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

- build on the already good practice to enhance methods of coaching and mentoring for staff, to focus on recognising the most of learning opportunities during activities and further raise the quality of teaching
- enhance children's experiences of the local and wider community to support their understanding of the world.

Setting details

Unique reference number	EY271846
Local authority	Oxfordshire
Inspection number	10305623
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	15
Name of registered person	Little Bears Pre-School Committee
Registered person unique reference number	RP521757
Telephone number	01865 400 033
Date of previous inspection	28 February 2018

Information about this early years setting

Little Bears Pre-School registered in 2004. It operates from premises within the grounds of Stadhampton Primary School, in the village of Stadhampton, Oxfordshire. The pre-school is open Monday, Wednesday, Thursday and Friday, from 9am until 3pm, and Tuesdays, from 9am until 12pm, term time only. There are four members of staff, who work a variety of sessions during the week. All staff have appropriate early years qualifications at level 2 or level 3. The pre-school receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector observed activities in the main base room and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children during the inspection and took account of their views. The inspector gathered further parent feedback through their written comments.

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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