

Inspection of Bream Early Learners

The Beverly Casey Building, High Street, Bream, Lydney, Gloucestershire GL15 6JW

Inspection date: 31 January 2024

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

Children enter with broad smiles on their faces at this happy, friendly setting. Staff warmly greet children and parents and ensure there is plenty of opportunity to share news from home. Once children have put away coats and bags, they immediately settle to play, finding their friends and chatting happily to staff and peers. They are secure in their attachments with staff, who are gentle in their approach with the children. Staff speak to children with respect and are genuinely kind and reassuring. Staff value what children have to say. For example, children pass around the 'bedtime bear' during group time. They take turns in conversation and share special stories from home. This promotes children's positive behaviour and self-esteem.

The manager and staff work together to plan a broad and ambitious curriculum that takes account of children's next steps in learning. Staff use their knowledge of children's interests to provide learning opportunities both inside and outdoors. Staff play alongside children. They support their learning and development across a wide range of subjects. For example, mathematics is very effectively weaved into children's play. Children develop a good understanding of early mathematical concepts.

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

- Children make good progress in their communication and language. Staff quickly identify those children who need additional support in this area. They plan for small groups of intervention based on children's learning needs. For example, children giggle as they 'take their tongue for a walk'. They follow the story, moving their tongue up and down and side to side in response to the narrative. They then make long vowel sounds and develop their mouth muscles to develop the movements needed for speech.
- The setting has developed excellent relationships with the local community. Children learn about their locality through regular walks and visits, for example to the local library, feeding neighbouring chickens and visiting local shops. They learn about different cultures and festivals. This helps children learn about the diversity that exists in their community and the wider world.
- The manager has worked closely with the host school to identify what older children need to learn for their next steps in learning. A strong focus on children's emotional well-being, readiness to learn and the ability to take care of their own care needs is at the forefront. However, the curriculum intent for younger children is not as sharply focused to extend their learning to the highest level.
- Children have plenty of opportunity to develop their physical skills in the recently enhanced outside area. For example, staff provide children with suitable

equipment and a purpose-built wall to explore water. They enjoy child-led learning by making their own puddles and jumping up and down in them. Staff help children create an obstacle course where they climb over and under equipment and jump from small benches. They use their hand-to-eye coordination and problem-solving skills to undo small locks and catches on the newly added wooden houses.

- Children enjoy mealtimes and talk to staff about the healthy food they have for snack. Children behave very well, sitting quietly and remembering to say 'please' and 'thank you'. However, on occasions, the organisation of these transitions means children are often left waiting for longer than is necessary. Some children then become restless.
- Parents communicate how much children enjoy coming to the setting and how well it shares their development. Staff gather useful information from parents when children start. This informs their understanding of children's likes, dislikes and what they know and can do. This means children settle quickly and staff form good relationships from the outset.
- Staff say that they feel well supported and valued and staff retention is excellent. Those in a position of governance support the setting and manager very well. The manager ensures staff receive regular feedback on their practice.
- Children with special educational needs and/or disabilities (SEND) are very well supported and make good progress in all areas of their development. The setting works closely with the local authority inclusion team and external agencies to support children's continuous development. The manager uses early years pupil premium funding effectively to enrich children's education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the curriculum intent for the youngest children even further, to precisely focus on children's next steps in learning
- strengthen the organisation of transitions and routines to maximise children's learning.

Setting details

Unique reference number	EY136954
Local authority	Gloucestershire
Inspection number	10312305
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	39
Name of registered person	Bream Early Learners Committee
Registered person unique reference number	RP904673
Telephone number	01594 564535
Date of previous inspection	26 April 2018

Information about this early years setting

Bream Early Learners is managed by a voluntary committee and is a registered charity. The setting opened in 1965 and registered with Ofsted in 2002. It operates on the site of Bream Church of England Primary School. Sessions are from 9am until 3pm, Monday to Friday, term time only. The setting receives funding for the provision of funded early education for children aged two, three and four years old. The manager holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Gwyneth Keen

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

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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