



Benger Bears

Inspection report for early years provision

Unique Reference Number	199414
Inspection date	24 November 2006
Inspector	Susan, Esther Harvey
Setting Address	Village Hall, Chestnut Road, Sutton Benger,, Chippenham, Wiltshire, SN15 4RP
Telephone number	Mob 07791 896683
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Registered person	Benger Bears
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Benger Bears pre-school was first established in 1978. It operates from the village hall, in Sutton Benger, Wiltshire. A maximum of 24 children may attend at any one time. The pre-school is open on Monday, Tuesday, Thursday and Friday term time only, from 09.00 till 15.00. Children have access to an enclosed outdoor area.

There are currently 23 children aged from two to under five on roll. Of these, 19 children receive funding for early education. Children come from the local area. There are currently no children attending with learning difficulties, but the group support children with English as an additional language.

The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications and one staff member is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are experienced in maintaining a healthy lifestyle. They wash their hands with little prompting, at the frequently changed bowl of water, accessible for messy activities. They are closely supervised by staff when washing hands before snack time. Children independently go to the toilet with minimal supervision from staff. Children are beginning to manage their personal hygiene regarding the use of tissues, but these are not readily accessible for them to use independently. All staff hold a valid first aid certificate, and are clear about the procedure to follow in the event of an accident.

Members of staff ensure children receive a good variety of activities and resources to support their physical development within the planned routine of the day. Children are very confident in their physical abilities and have access to a good range of indoor and outdoor equipment. Staff provide children with the opportunity to use outdoor play as an extension to their learning. For example, a messy play activity includes choosing to use peat, and plant bulbs outside in pots. They are able to manoeuvre around the play area carefully on bikes, tractors and chariot style bikes. Children extend their large muscles while climbing on a wooden climbing frame and crawling through the confined space of a plastic tunnel. Children laugh and sing with staff as they exercise to music. They learn about the importance of daily exercise as they stretch and wriggle to warm up at the beginning of the session. Children learn about the change in their body after exercising listening to their heart beating fast and slowing down.

Children are developing a good understanding of the importance of healthy eating. They are knowledgeable about healthy and non-healthy foods. The snack menu is varied and interesting which encourages children to try new foods. Snack and lunch times are a sociable occasion, where staff sit with the children and encourage a wide range of independent skills. This includes using a knife to spread butter while making sandwiches of ham and cheese, serving themselves from bowls, and pouring their own drinks. Fresh or dried fruit is provided each day. Children are beginning to understand their own physical needs, and occasionally ask for a drink during the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are welcoming and attractively set out for children on arrival into the setting. The staff maximise the use of the hall to create a child centred environment where children can play independently and select freely from low-level trolleys. The book corner is inviting to children and attractively presented, with large soft cushions on which to relax. The room is divided up with small table and chairs. Floor mats enable children to play comfortably. All risks to children are identified and minimised through a daily risk assessment and thorough check of toys, equipment and hall. Staff have an excellent understanding of setting safe limits for children to learn about keeping themselves safe. This includes providing four purple bands for children to put on, indicating the number of children allowed on the climbing frame at any one

time. Children use a good range of toys and equipment that are appropriate for their age and stage of development.

Children are very well protected by staff members who have a good understanding of the need to safeguard children, and child protection issues. Clear policies and procedures, and a commitment from staff to attend detailed child protection training events, ensures children remain safe whilst in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily into the pre-school and have good levels of confidence, independence and self-esteem. They participate eagerly in the good and exciting range of activities on offer. Staff are highly tuned to the individual needs of the children. Children make friends with their peers and develop good relationships with staff members. Children play happily together and initiate conversations which involve each other in their play. Staff provide children with a high level of interaction in many of the activities, but also enable children to develop their own play and think for themselves.

Nursery Education.

Teaching and learning is good. Children are very confident in their surroundings. They enthusiastically select from a good range of toys and resources available to them. Children develop good levels of independent skills, such as putting on aprons for messy play and washing hands. They are eager to assist with daily tasks such as tidying away toys after use. Children sit and listen well in groups, as staff members attract their attention, and increase their concentration, through the use of puppets and other visual aids. Staff members encourage children's curiosity and reinforce their learning through appropriate questioning. For example, children love mixing and stirring a wide selection of ingredients and pretend to cook. They look in wonder as raw eggs transform into scrambled egg which is then added to the ingredients for mixing. Children behave appropriately with sensitive management from staff with the aid of books and puppets. Children confidently acknowledge visitors, and answer their name at register time.

Children relish in the opportunity to take an active part in story telling. This is made interesting by the enthusiastic way stories are presented to the children by staff members. For example, the story, 'I know an old woman who swallowed a fly', is accompanied by all the characters which are fitted into the mouth of a puppet by the children in turn. Children anticipate the next character, and thoroughly enjoy taking part. Children look at books on their own from the well chosen books. These support the topic or are just interesting to look at. Staff members provide many opportunities for children to make marks and practice their writing skills using paper, paint and chalk board. These are readily available at each session where children can spontaneously write notes from 'office' corner.

Children count up-to 10 and several beyond this. They are confident in their use of calculation and have many opportunities to use these skills. For example, counting girls and boys, adding the numbers together and taking away, as well as counting the cups needed at snack time.

Children are eloquent in their use of mathematical language such as, 'more or less'. Children understand and follow a picture and word recipe for making their own play dough, and seeing the change take place following the addition of colouring. As a result, children are learning how to measure and follow instructions in a fun way.

Staff provide children with the chance to learn about the world around them as they handle insects and animals from a visiting zoo. They plant and grow bulbs in Wellington boots to give as presents. The provision of interesting computer programmes by staff give children another dimension to their learning. They pretend to be a doctor while learning about their bodies and where their heart is situated.

Planned themes develop children's awareness of different cultures and traditions. However, limited knowledge and use of languages other than English does not increase children's awareness of the diverse community in which they live.

Staff members are highly motivated in enabling children to learn through experiential play. Plans and activities are in line with the Foundation Stage curriculum and stepping stones. All staff have a sound understanding of the curriculum which is put into practice by interesting and exciting activities. There is a good method in place for recording children's individual achievements and planning for the next stage in their learning. This includes samples of children's work and written records of achievements.

As a result, children are making good progress given their capabilities and starting points.

Helping children make a positive contribution

The provision is good.

Children are fully included in the setting and highly valued as individuals. The support of children with learning difficulties is appropriately managed where necessary by qualified, and experienced staff. Their proactive approach ensures that children's individual needs are met. Children's behaviour is managed by staff who are good role models and effective strategies in place, promote children's positive behaviour. For example, children are continually praised for their contributions in the group and work well done.

Children's social, moral, spiritual and cultural development is fostered. Children are confident, independent and show good self-esteem. They enjoy sharing news about their home lives, and personal experiences. They learn about cultures and festivals through activities and topics. Children learn about the community in which they live through walks around the village and visits to the local school.

Partnership with parents and carers is outstanding. Children benefit from the warm welcome families receive. Information is shared verbally each day at the end of each session, and regular meetings keep parents informed of their children's progress. This positive relationship supports children's self-assurance and helps to ensure a consistent approach to children's care. Parents are provided with good quality information about the pre-school and the early learning goals. Parents are part of the daily rota, and frequent news letters and informative notice board ensures parents are kept up-to date with what children are learning. Parents are able to be

part of their children's learning at home by commenting in writing, about what children know and have learned. This information forms part of the child's assessment and helps staff to move them onto the next stage in their learning.

Children benefit from a very effective partnership between the pre-school and parents, where families feel well supported and children's needs are met in accordance with parental wishes.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education. Children's well being and education is supported by qualified and experienced staff. The clear deployment of staff throughout the session ensures that children receive plenty of time and good quality attention from staff in the setting. There is a thorough operational plan which is effective in practice, ensuring sessions run smoothly and children benefit from stable routines. A good partnership between the local primary school enhances children's progression into the reception class.

Leadership and management is good. The staff work well as a team and have a strong focus for the setting in helping children to learn through play. The committee are supportive to staff who are highly motivated to improve their professional development. They work efficiently together and compliment each other with their various skills. Staff members have a good understanding of the Foundation Stage curriculum and confidently apply this in practice to fully support children's learning and achievements.

Improvements since the last inspection

At the last care inspection the provider was asked to, develop the fire evacuation drill to monitor it's effectiveness and further develop the system for recording concerns about children's welfare, to include records of children's existing injuries.

Staff now monitor and record the time for leaving the premises, and the various exits are used. A record of existing injuries are now added to a separate confidential book.

This has improved the record keeping in the group and the welfare of children.

At the last education inspection the provider was asked to take into consideration and increase opportunities for children to develop their skills in name writing, recognition and in linking sounds to letters.

The staff have introduced a 'Welcome to Bengor Bears' board for children to recognise their name and self register. Regular phonic sounds are introduced throughout the session. The Polar Bears session, which children moving onto school attend, are introduced to a letter of the week.

This has improved children's opportunities to develop their communication skills and identifying their name.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further increase children's independence in personal hygiene through easy access to tissues, and encouraging them to ask for a drink

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further increase children's awareness of languages other than English as part of the daily routine in order to extend their knowledge of the diverse community in which they live.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk