



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106349

DfES Number:

### INSPECTION DETAILS

Inspection Date 22/09/2003  
Inspector Name Leoarna Mills - Allen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Little Bears Pre School  
Setting Address Shebbear Community School  
Shebbear  
Beaworthy  
Devon  
EX21 5SG

### REGISTERED PROVIDER DETAILS

Name Little Bears Pre School Committee 1036017

### ORGANISATION DETAILS

Name Little Bears Pre School Committee  
Address Shebbear Community School  
Shebbear  
Beaworthy  
Devon  
EX21 5SG

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Little Bears Pre-School opened as a playgroup over 30 years ago. It is registered to provide sessional care for 14 children under 5 years; of these, no more than 4 may be under 2 years at any one time. The pre-school is based at Shebbear Community School. Shebbear village is in the triangle between the towns of Holsworthy, Hatherleigh and Great Torrington. The pre-school occupies a portacabin with two integral toilets. It has the use of a secure, enclosed area of hard standing for outside play.

Children attend sessions held Monday to Friday, during term time, from 09.00 to 12.30 hours. Sessions end each day with the option for children to share lunch. There are 13 children currently on roll. This includes nine funded three-year-olds and three funded four-year-olds. Children with special educational needs are supported in this setting and no children with English as an additional language are currently attending.

There is a qualified playleader, who holds a Diploma in Pre-School Practice, and an assistant, who is working towards an NVQ 3. The group receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

Little Bears Pre-School provides good quality care for children.

The supervisor is an experienced and hardworking child carer, who is effectively supported by a deputy, who, although not yet appropriately qualified, will become so in the near future. Together they provide a welcoming and stimulating learning environment for children, making good use of a broad range use of resources. An active committee ensures that the operational plan remains relevant and comprehensive.

Children are well cared for and secure, with effective procedures in place to ensure their safe collection. There are good health and hygiene practices, and a good range of items for snack. Staff are clear about their responsibilities in the area of child protection.

Excellent planning, thorough recording of children's progress against those plans, and good adult to child ratios, all ensure that children receive high quality support for their development and learning. Staff work very hard to ensure all children are included, working well with outside agencies to support children with special needs. Their management of behaviour is consistent and positive. Staff are keen to access further training in the areas of equal opportunities, special needs and child protection, in order to further professionalise their practice, but have not yet had an opportunity to do so.

Staff and committee members are imaginative, resourceful and hardworking in their efforts to ensure parents receive good information about their child's progress. They do all that they can to make parents active partners in their child's learning.

#### **What has improved since the last inspection?**

At the last inspection the group were asked to record and share with parents any incidents of poor behaviour; to produce a procedure for lost or uncollected children; to ensure all cleaning chemicals were safely stored; to keep a record of visitors; to review the range of equipment used by two-year-olds; and to review and identify training needs of staff in the areas of equal opportunities, special educational needs and child protection. The actions have all been completed, with the exception of fully identifying the training needs of staff. Some courses had been identified, but were later cancelled by the training organisation.

#### **What is being done well?**

- The person in charge and staff member work well together in striving for quality.
- There is a substantial range of activities that support children's development and learning.
- A welcoming and stimulating environment is provided for children.
- There is a healthy range of items available for snack.
- Support for children with special educational needs is strong.
- The management of behaviour is consistent, positive and skilful.
- Staff work hard to ensure parents are well informed about their child's progress.

#### **An aspect of outstanding practice:**

There are detailed individual 'play plans' for each child. Staff's observations and records of what children can do against these plans are used with great effect in the teaching of, and further planning for, each child, as are parents' comments on their

child's progress.

#### **What needs to be improved?**

- staff access and support for training, including support for the deputy to be appropriately qualified;
- wording of emergency medical advice and treatment consent forms.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	ensure staff have support to access relevant training to augment their knowledge of child protection, equal opportunities and special needs and the deputy receives support in becoming appropriately qualified.
7	amend the wording of the request for consent for emergency medical advice and treatment in order that parents are fully aware of the 'emergency' element of the request.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Little Bears Pre-School provides high quality nursery education, which helps children to make very good progress towards the early learning goals. Children are making very good progress in all six areas of learning. Staff skilfully foster self-esteem and confidence in the children, developing consistent, trusting and supportive relationships. They are consistent in their approach to behaviour management and have realistically high expectations of the children. All of this results in exemplary behaviour from the children.

Teaching is very good. Staff plan an interesting and stimulating programme of activities, which is suitable for the ages of the children, and is clearly linked to the early learning goals. They diligently record children's progress, inform parents of this, and use it to plan the next steps for each individual child. There is an appropriate balance between adult-led and child-initiated activities and there is a good range of equipment, which is used appropriately and effectively. Families and children with special educational needs are supported very well. However, staff have insufficient opportunities for training in this area.

The partnership with parents is very good. Parents are well informed about the curriculum. Staff share their very good knowledge of children's progress with parents daily and children's attainment records are openly available to parents. Parents are encouraged and helped to make suggestions and participate in their children's learning. Parental suggestions are valued and acted upon.

Leadership and management is very good. The committee and staff are strongly committed to the improvement of the care and education of their children. The very strong leadership of the officer in charge and deputy provides excellent role models for children. Planning, monitoring and evaluation are well organised and implemented.

### What is being done well?

- Staff create a very well planned and stimulating environment where children learn through a wide range of practical play activities.
- Staff have a clear understanding of the early learning goals and make excellent use of assessment. They clearly record their observations and use these to plan the next steps for individual children.
- Children are interested, excited and motivated to learn. They work well independently and with support. They are self-confident, and form good relationships with both the children and the adults around them. Their behaviour is exemplary as a result of staff's high expectations and guidance.
- The staff and the committee are strongly committed to improving the care

and education provided.

#### **What needs to be improved?**

- training and personal development opportunities for staff, particularly the Code of Practice for the Identification and Assessment of Children with Special Needs.

#### **What has improved since the last inspection?**

The setting has made very good progress since the last inspection. The three key issues identified at the previous inspection have been addressed in the following ways.

A system of planning and assessment has been introduced in all six areas of learning. This clearly shows children's individual progress towards the early learning goals.

Assessment is used to influence planning and information about children's progress is shared with parents.

The programme for personal, social and emotional development now includes a variety of opportunities through which children can develop personal independence and become aware of a variety of cultures.

The educational programme, planning and assessment are monitored and evaluated regularly.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is exemplary. They are very confident and show interest in the activities provided. Their self-esteem is promoted very well and they help with routine tasks such as tidying up and snack monitor. They show good levels of independence as they make decisions on which activity to do. Children work well together in groups and show good levels of involvement in self-selected activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to recognise and name letters, and clearly understand that print conveys meaning. Opportunities for children to read individually with an adult are provided. Writing materials are readily available at all times and children are encouraged and supported in their writing. They are introduced to a widening vocabulary and are able to talk about a wide range of subjects.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count accurately. They can recognise numerals 1 to 10, and they are able to use comparative language such as big, large and small very well. Children are able to recognise and name a variety of different shapes and patterns. Opportunities to learn about calculation and problem solving are provided in a practical manner and children have begun to grasp the concepts of subtraction and addition.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a very keen interest in the world around them and are eager to explore and try new things. They are provided with very good opportunities to construct a wide range of small objects and models, which fit the current theme, for example, 'Jungles'. The children confidently use simple tools in these projects. The children are assisted to understand their own culture and environment particularly well, together with a variety of other cultures, through a range of activities.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children use a variety of small and large equipment competently and safely. They have learned good co-ordination skills and show a strong awareness of space, and each other, when moving around, both in and out of doors. They are aware of their own bodies and personal hygiene and bodily awareness are positively encouraged. Children use a variety of tools competently, including; scissors, pens, pencils, brushes, glue sticks and stamps.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have a wide variety of opportunities to express themselves creatively. They are encouraged to use their imagination particularly well, and as a result their role play can be very sophisticated. Children join in with songs and rhymes. They express themselves well in musical movement and dance. The children have access to a very good range of resources which they select independently and use appropriately.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following:
- provide further training and personal development opportunities for staff, particularly in the Code of Practice for the Identification and Assessment of Children with Special Needs.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*