



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 199414

DfES Number: 519197

INSPECTION DETAILS

Inspection Date 29/01/2004
Inspector Name Charlotte Jenkin

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bengers Bears
Setting Address New Village Hall
Chestnut Road, Sutton Bengers,
Chippenham
Wiltshire
SN15 4RP

REGISTERED PROVIDER DETAILS

Name The Committee of Bengers Bears

ORGANISATION DETAILS

Name Bengers Bears
Address New Village Hall
Chestnut Road, Sutton Bengers,
Chippenham
Wiltshire
SN15 4RP

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

Benger Bears pre-school was first established in 1978. It operates from the village hall, which was completely re-built in October 2002. The hall gives the group access to a kitchen and toilets and has a fenced in terrace that provides a secure outside play area. The group also uses the adjacent school hall facilities for physical education sessions.

Benger Bears is registered to accept funding for three and four year olds and currently has six funded three year olds and two funded four year olds on roll. There are currently no children attending with identified special educational needs or with English as an additional language.

The pre-school opens on Monday, Tuesday, Thursday and Friday from 09:00 hours until 15:00 hours, with a Rising five year old session on Monday afternoon. Children may attend the lunch club on each day.

The full-time supervisor and the deputy are both level three qualified in Early Years and they are supported by two other part time staff who are both currently undertaking training. Volunteers and rota parents/ carer helpers further support the staff team on a daily basis.

The group is an accredited member of the Pre-school Learning Alliance.

How good is the Day Care?

Benger Bears pre-school provides good quality care for children.

The pre-school has good procedures for appointing new staff and they attend regular training. Staff create a child centred environment, with clear learning areas and exciting activities set out for children's arrival. Effective staff deployment ensures children are supported during activities. There is a very good range of equipment that covers all areas of learning and development and children have opportunities to make choices in their play.

Effective safety checks and procedures are in place to ensure children's safety both in and out of the pre-school, and a detailed emergency procedure is shared with parents. Regular fire drills are carried out, although they lack detail to monitor their effectiveness. Staff actively promote good hygiene practices and there are effective arrangements for preventing the spread of infection. There are good arrangements for ensuring staff are aware of children's dietary needs. Staff have a thorough knowledge of child protection issues and formally share their duty with parents, although the system for recording concerns is not fully developed.

Staff provide a good balance of free play and structured activities that cover all areas of development and actively engage in conversations with the children, asking them questions and offering praise and encouragement. Staff implement the behaviour management policy consistently and use positive strategies to encourage good behaviour. They implement the equal opportunities policy in their practice and have a good range of resources and activities promoting positive images of diversity in children's play.

Staff liaise with parents regarding the care of their children and respect their wishes. They give good quality information about the provision and about their child's progress. Comprehensive and detailed information is given to committee members regarding their responsibilities.

What has improved since the last inspection?

At the last inspection the pre-school agreed to ensure parents are made aware of which foods can be stored safely, ensure minimum levels of staff qualifications are obtained, ensure procedures are in place for in the event of a child becoming lost or a parents failing to collect a child, ensure written consent is obtained for seeking emergency medical treatment and to ensure electrical sockets accessible to the children are fitted with socket covers.

The pre-school regularly informs parents, through newsletters, about the storage of certain foods to ensure safe storage of children's lunches and both the supervisor and deputy are now qualified in early years education, with another member of staff currently undertaking training. There are clear procedures in place for if a child becomes lost or is uncollected to ensure children's welfare and parents give written consent for seeking emergency medical treatment and are aware of what may happen to their children in the event of an emergency. Daily checks of the premises now ensure all sockets are covered and are not a hazard to the children.

What is being done well?

- Staff create a child centred environment where there are plenty of exciting activities on offer for children's arrival. Space is organised into clear learning areas and children know where to access specific activities and enter and explore what is on offer.
- Staff provide a good balance of free play and structured activities that are attractively set out and cover all areas of development. Staff actively engage

in conversations with the children, ask them questions to extend their thinking and use positive praise and encouragement, therefore children are engaged in purposeful play.

- Staff have a good knowledge of the pre-school's equal opportunities policy and implement this in their practice. There are a good range of resources promoting positive images of diversity available in children's daily play and they learn about other cultures through practical activities and show a real interest in how others live.
- Staff have detailed knowledge of the groups behaviour management policy and implement this consistently. They use positive strategies including praise, encouragement and role modelling to encourage good behaviour and children's behaviour is very good.
- Staff liaise with parents regarding the care of their children and respect their wishes. They give detailed information to parents about the provision and quality information regarding their child's progress. A detailed and comprehensive management committee handbook gives clear information with respect to the role and responsibilities of the committee.

What needs to be improved?

- arrangements for monitoring the effectiveness of the fire evacuation drill
- systems for recording concerns about children's welfare, to include existing injuries.

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
6	Develop the fire evacuation drill to monitor it's effectiveness.
13	Further develop the system for recording concerns about children's

	welfare, to include records of children's existing injuries.
--	--

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

How effective is the nursery education?

Benger Bears pre-school is a high quality provision where children make very good progress towards all six early learning goals. Children are confident to try out new activities and are engaged in purposeful play.

Teaching is very good. Staff have a very good understanding of the early learning goals and all contribute their ideas to planning, which is monitored to ensure all areas of learning are covered. Staff meet for planning and use their observations of children's progress to tailor activities specifically for their development, and use questions to extend their thinking and learning. Staff develop older children's skills to ensure a smooth transition to school, although they miss opportunities to develop children's name writing and recognition skills and linking sounds to letters.

Leadership and Management is very good. Staff work well together as a team and the supervisor supports them, and the committee has clear roles and supports the supervisor closely. There are effective systems for staff to assess their own strengths and weaknesses for future development and the pre-school has effectively evaluated and made changes to the educational provision. Evaluations do not currently determine whether children achieved the learning outcome of activities. Staff are committed to training and implement new ideas into the pre-school.

Partnership with parents is very good. The pre-school gives parents detailed information regarding the curriculum, policies and routines, with newsletters keeping them informed of relevant changes. Parents meet with staff who give quality information on their child's progress and share their learning and play experiences outside of the group. Parents are involved in their child's learning, through taking unfinished work and topic linked activities home to do with their child.

What is being done well?

- Children are confident to try out the exciting activities on offer and persist for extended periods at activities of their choosing. They work together co-operatively and share equipment with one another, taking turns and know rules to work as a group. Children's behaviour is very good.
- Children count reliably through routines and show interest in counting in their play. They make patterns with shapes and match objects together, comparing size, weight and colour. Children explore a variety of materials and talk about what they see, smell and feel. They show real interest in how other people live, through food tasting and role play.
- Children manipulate various objects with control, and manipulate dough to achieve a planned effect when making hedgehogs. They go to the park to develop their climbing and sliding skills. Children freely explore colour and texture and express themselves through 2D and 3D representation. More

able children communicate what they see through drawings.

- Staff meet and use their observations of children's progress to tailor activities specifically for their development, and use questions to extend their thinking and learning. Staff work well together as a team and the supervisor supports them, developing their confidence.
- Parents share their children's learning and play experiences with the staff, and are involved in their child's learning through a strong parent rota, children taking unfinished work home and activities linked to the current topic of learning.

What needs to be improved?

- opportunities for children to develop their skills in name recognition and writing and in linking sounds to letters;
- evaluations of activities to determine whether children achieved the learning outcome of activities.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection.

At the last inspection the setting agreed to ensure staff pose more mathematical problems to the children and encourage them to listen to for rhyming patterns in words, ensure children have freedom in creative situations to explore their own ideas using a range of resources, including craft materials and musical instruments. They also agreed to provide apparatus to further develop children's balancing skills and to ensure all children cover all areas of learning.

Children now sing number songs and do counting and simple calculating as part of their daily routine. They regularly play maths games and listen to and join in with rhymes. Children freely explore colour and texture and choose their own junk and collage materials to create their own work. Children play with musical instruments whilst dancing and singing. Activity plans now detail the areas of learning to be covered and children are grouped for activities to extend their knowledge. The curriculum is monitored through a two year rolling programme and all areas of learning are covered.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are engaged in purposeful play and are confident to try out the activities on offer, persisting for extended periods at those they choose. They initiate interactions with staff and peers and are developing their self-confidence. They show a sense of pride in their achievements, showing staff their creations. Children work co-operatively, share equipment, take turns and know rules of the group. Their behaviour is very good and they are developing appropriate self-help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to stories with enjoyment, show interest in illustrations and select books independently, turn the pages and make their own stories up. Children use language to talk about real and imagined experiences, with confidence. They regularly make marks and use this for a variety of purposes. More able children write their names forming recognisable letters, although staff miss opportunities to develop children's skills in name writing and recognition and in linking sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count reliably through daily routines and more able children recognise numerals 0-9 and attempt to write them. They show interest in counting and do so in their play. Children do simple calculating and solve simple problems through practical activities, routines and number rhymes. They show interest in shapes, make patterns with them, and more able children use language to describe shape. Children re-create simple patterns and match objects together comparing size, weight and colour.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore a variety of materials and talk about what they see, feel and smell. They explore objects and talk about similarities, for example, when matching shoes. They investigate construction materials, select materials and design, sometimes with a purpose in mind. Children talk about past events in their lives and have regular trips out in the environment to observe where they live. They learn about other cultures through practical activities, and show real interest in how others live.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children manipulate various objects with control and manipulate dough to achieve a planned effect when making hedgehogs. They engage in activities requiring hand to eye co-ordination and use a range of tools and writing implements with control. Children move around showing an awareness of others, indoors and outdoors, and have opportunities for moving in different ways. They go to the park to develop their climbing and sliding skills and use beanbags and balls for throwing, catching and kicking.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children freely explore texture and colour and express themselves through 2D and 3D representation. Children explore what happens when colours mix and more able children differentiate colour. Children sing simple songs from memory and match movements to music. They explore different sounds of musical instruments and more able children recognise which instruments make certain sounds. Children engage in role play in the same theme and more able children communicate what they see through drawings.

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 improving the following:
- increase opportunities for children to develop their skills in name writing, recognition and in linking sounds to letters.

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.