

Benger Bears Pre-School

Village Hall, Chestnut Road, Sutton Benger,, Chippenham, Wiltshire, SN15 4RP



Inspection date	13 December 2016
Previous inspection date	28 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff have a good understanding of how children learn. They engage children in a wide range of learning opportunities that motivate and excite them. Children are confident and make good progress from their initial starting points.
- The manager and staff are good role models. They give children lots of praise and encouragement to help build their self-esteem. Children behave very well and are kind, tolerant and respectful. Children know their views are valued. For example, they enjoy taking part in establishing the pre-school 'golden rules'.
- Partnerships with parents are strong. The manager and staff ensure that parents are fully informed about all aspects of children's learning, and how this can be extended at home. Parents are unanimous in their praise for the manager and staff.
- The manager works closely with staff and the committee to review practice, and drive continued improvement. They have addressed the recommendations raised at the last inspection, to help continually raise standards and maintain children's good outcomes.

It is not yet outstanding because:

- The manager and staff, on occasion, do not give children enough time to think about how best to respond to questions that they ask, to help fully extend their learning.
- The manager and staff are not fully using the information gathered from assessments to track the progress of different groups of children, in order to target teaching even more precisely and ensure all children make the best possible progress.

What the setting needs to do to improve further

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

- extend the opportunities for children to share their own knowledge and ideas, and allow them more time to respond to questions
- use information gathered from assessments more effectively to monitor the progress made by different groups of children, in order to identify any gaps swiftly.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the chair of the committee and the pre-school manager.
- The inspector completed a joint observation with the pre-school manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of current safeguarding legislation. They know the procedures to follow if they have any concerns about a child's welfare. The manager follows stringent recruitment and induction procedures to help ensure staff are suitable for their roles. The manager has high expectations of her staff team. For example, staff have regular one-to-one supervisions and team meetings, to help reflect on their practice and raise the quality of teaching. The manager and staff are well qualified and undertake professional development opportunities, to help enhance their knowledge and skills. For example, staff have implemented knowledge gained from behaviour management training to help children understand the needs of others. The manager works closely with other professionals to help support continuity in children's care.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children as they play. They identify children's next steps in learning and plan activities that are linked to children's interests. Overall, staff support children's communication and language skills well. For example, they teach children how to make the correct sounds of letters while singing songs, and model new words, such as 'magnetised' and 'stringy'. Staff ignite children's imagination and creativity. For example, children decide to make a 'magic potion'. They explore different materials to add to it and giggle as they change staff into a 'frog'. Children enjoy exploring how things feel. For example, they eagerly investigate objects encased in gloop and shredded paper. Staff support children's emerging writing skills well. For example, children use an interesting selection of writing materials, including feathers. They proudly share their early attempts at writing.

Personal development, behaviour and welfare are good

Staff support children's emotional development well. For example, children have developed very close relationships with them and settle quickly. Staff have a clear understanding of safety and security. They are deployed effectively and are vigilant in ensuring that children play in a secure environment. Staff teach children about healthy lifestyles. For example, children have nutritious snacks and wash their hands without prompting. Children enjoy outdoor play, helping to develop their physical skills. They celebrate festivals of different faiths and learn about the customs and beliefs of others.

Outcomes for children are good

Children make good progress in readiness for school. They are sociable and independent, and demonstrate an enthusiasm for learning. Children gain a good understanding of early mathematics. For example, they sort, count and match objects. More able children confidently discuss measure and quantity, and use simple addition and subtraction.

Setting details

Unique reference number	199414
Local authority	Wiltshire
Inspection number	1068577
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Benger Bears Pre-School Committee
Registered person unique reference number	RP901877
Date of previous inspection	28 April 2014
Telephone number	07791 896 683

Benger Bears Pre-school opened in 1978 and operates from the village hall in Sutton Benger, Wiltshire. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications between level 3 and level 4. The pre-school opens on Monday, Tuesday, Thursday and Friday from 9am to 3pm, during term-time only. It receives funding to provide free early education for children aged two, three and four years.

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