

# Inspection of Climbing Bears

School Field, Newpound Lane, Wisborough Green, Billingshurst, West Sussex RH14 0EE

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Inspection date: 28 February 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are eager and show enthusiasm when arriving at the pre-school. They quickly lead their parents to a board where they find their name cards to register their attendance. This helps children to recognise words in written form. Staff ensure all children are warmly welcomed into a safe and inviting space. They are responsive and attentive to children's needs. Children are happy and secure and enjoy the close attachment they have with their assigned key person. This supports children's emotional well-being.

Children are motivated to learn and confidently explore the interesting resources. For example, they show excitement in using small pots outdoors to collect water and measure the rainfall. Children develop knowledge of the world around them. For instance, they use their imagination during role play as they pretend to be scientists at a picnic. Staff plan and deliver an exciting curriculum with a wealth of learning opportunities. They have high expectations of what every child can achieve. Therefore, all children, including those with special educational needs and/or disabilities, are making good progress.

Staff are very good role models. They value and promote children's good behaviour. Children listen to what is asked of them and understand the routines of the setting. For example, they know to wash their hands before they have snack and lunch. This also helps to promote their health and well-being.

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

- Staff sensitively observe children's learning as they play alongside them to identify what they need to learn next. They assess children regularly to ensure that any gaps in their learning are identified and addressed. Staff effectively build on older children's concentration skills. For example, they encourage them to complete complex 3D puzzles with increasing confidence and make connections between the pieces of the puzzle.
- Staff promote children's communication and language well. They do this through lots of discussion and continuously singing songs and rhymes throughout the day. Children demonstrate good concentration and physical skills. Children delight in listening to stories and join in with the actions.
- Staff offer strong support for children's emotional well-being. Children have regular opportunities to reflect on their emotions. For example, staff skilfully use activities to talk about different emotions. Staff regularly use the language of feelings to support children to express themselves and to empathise with one another.
- Throughout the day, children frequently come together as a whole group for circle time and adult-planned activities. However, at times, this impacts on the

time children can become immersed in their own choice of activity. At times, larger-group activities are not planned as effectively to engage children to the highest level. As a result, some children are not as focused.

- Children have lots of opportunities to learn about healthy lifestyles. They select and prepare their own snacks. Staff talk to children about healthy foods and the importance of fresh air and exercise. Children enjoy playing in the well-resourced outdoor area. They climb and jump off the climbing frame and squeal with delight as they jump in puddles.
- Partnerships with parents are good. Staff keep parents fully informed of their child's development and progress, which parents confirm they find informative. Appropriate systems are in place to support children in readiness for future learning.
- Children's early mark marking is supported very well. This promotes their enjoyment of writing. For example, older children use pens and crayons. Staff support children's use of mathematical language and understanding of numbers well. For example, staff help children to measure their heights.
- The manager and the committee are focused on improving the quality of the pre-school and have addressed improvements required from the previous inspection. All staff and committee members have undergone appropriate checks to ensure they are suitable. Regular meetings and annual appraisals ensure staff have opportunities to receive coaching and support. The manager monitors staff interactions with children. Overall, the quality of teaching is good. However, the monitoring of individual staff's practice is not yet sharply focused on raising the quality of teaching to the highest possible level.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures staff keep their safeguarding knowledge up to date. The manager and staff have a good knowledge of the signs and symptoms which may indicate that children are at risk of harm. They are confident with the procedures to follow if they have a concern about a child in their care. Staff are well deployed and know how to identify and minimise risks, such as checking to ensure that the outdoor area is safe before children go outside. Appropriate policies and procedures are in place to ensure a strong safeguarding culture, including the use of mobile phones and cameras at the setting.

## **What does the setting need to do to improve?**

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

- review the organisation of daily routines, particularly group times, to maximise opportunities for children's engagement
- strengthen systems for monitoring staff's performance to help extend their skills

and knowledge to enable children to make the best progress.

## Setting details

<b>Unique reference number</b>	113439
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10066657
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Climbing Bears Of Wisborough Green Committee
<b>Registered person unique reference number</b>	RP522686
<b>Telephone number</b>	01403 701027
<b>Date of previous inspection</b>	13 January 2016

## Information about this early years setting

Climbing Bears pre-school registered in 1992 and is based in the grounds of the local primary school in Wisborough Green, West Sussex. The pre-school is open from 8.45am to 3pm from Monday to Thursday, and on Friday until 1pm. There are nine members of staff, all of whom have a relevant childcare qualification at level 2 or above. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Kelly Lane

## Inspection activities

- The inspector and manager completed a learning walk throughout the pre-school. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the manager.
- During the inspection the inspector spoke to parents and carers and took account of their views.
- The inspector held discussions with staff, children, parents and carers.
- The inspector had discussions with the manager. She looked at a sample of policies and procedures, staff qualifications and evidence of the suitability of staff.

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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