



Teddy Bears Pre-School

Inspection report for early years provision

Unique Reference Number	110376
Inspection date	06 December 2006
Inspector	Pamela Woodhouse
Setting Address	St John The Baptist Church Hall, Linford, Poulner, Ringwood, Hampshire, BH24 1UG
Telephone number	01425 472271
E-mail	
Registered person	Teddy Bears Pre-School
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory. 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?

Teddy Bears Pre-School opened in 1998 and is a community pre-school managed by a committee of parents. It operates from two rooms in the church hall and serves the local area of Ringwood, Poulner in Hampshire. A maximum of 26 children may attend the setting at any one time.

The setting is open each week day during term time from 09:00 until 12:00. Additionally, sessions are available on Monday and Friday from 13:00 until 15:30. There are currently 38 children aged from two to five years on roll, 29 of whom receive funding for early education.

The setting employs six members of staff. Of these, one has an appropriate teaching qualification, two have early years qualifications to level three and two to level two.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to learn about adopting healthy lifestyles through taking part in a variety of physical activities and projects such as healthy eating. They learn about the effects exercise has on their bodies and use a range of large and small equipment every day to develop their physical skills. Snack time is a sociable and relaxed occasion for the children; their parents provide healthy snacks and they are able to freely help themselves to drinks throughout the session. They enjoy experimenting with different toppings as they help to prepare food such as pizzas. Children discuss the merits of different types of food as they organise tea parties in their pretend play.

Staff have attended suitable first aid training and there are appropriate permissions in place to enable them to administer to the children's health needs. However, records do not always contain sufficient detailed information. The premises and equipment are clean for the children to use and staff take satisfactory steps to reduce the risk of the spread of infection. Tables are disinfected before food is served and children learn about good hygiene such as hand washing through their everyday routines. This is reinforced through discussions with the children so that they can understand the importance, for example, of washing hands before eating.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a warm and welcoming environment with a variety of suitable equipment and resources which they are able to access safely from a pre-selected range. These promote their progress and learning because they are appropriate to their age and stage of development.

Children play in a secure environment where measures are taken to reduce their risk of accidental injury. Staff have a sound understanding of safety issues, undertaking a daily risk assessment of the premises and supervise the children to keep them safe. However, their safety is compromised due to the practice of stacking chairs where they can be accessed by the children. Children know the routine for evacuating the premises in an emergency because they regularly practice fire drills and are beginning to learn about keeping themselves safe. For example, they carry equipment safely and do not run indoors. Children are kept safe from unauthorised callers because entry to the premises is secure and parents must inform staff each day who will collect their children if they are not doing so themselves.

Children's welfare is compromised because staff do not always follow up concerns. Some staff have undertaken child protection training and are knowledgeable about the child protection policy and procedures they should follow. However, these are not always put into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children display good levels of confidence and are developing their independence. For example, they choose what they want to do from a wide range of stimulating play and learning resources and prepare themselves for creative activities by putting on their own aprons. They are eager to learn and quickly settle down to their activities, playing purposefully for sustained periods of time, sometimes by themselves and at other times with their peers. Children confidently ask questions and display curiosity about how things work; such as comparing the difference in size of an object when looked at through a magnifying glass. Staff are very mindful of children's individual stage of development and make sure that they are appropriately challenged by extending or simplifying an activity. The Foundation Stage curriculum is well established for children who receive funded education and the Birth to three matters framework has recently been introduced for the under-three-year-olds. This ensures that learning opportunities are appropriate.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate that they have a good knowledge and understanding of the early learning goals which enables them to plan challenging activities to support and progress children's learning. Staff have a positive approach and work well together as a team. They are supportive of each other, sharing tasks and ideas to play an equal part in the organisation of the sessions. Activities are planned on a termly basis and plans show that there is a wide and interesting curriculum which clearly links to each area of learning. This ensures that children have a wide range of experiences to promote their all-round development. Children are well supported by all staff. They are deployed effectively so that they can offer individual support and work with children in small groups. Children are observed during their activities and their progress is tracked through their developmental records. This enables staff to plan effectively for the next steps in their learning.

Children are developing a positive attitude to their learning, they are motivated and show enthusiasm for their activities. They relate well to their peers and to the staff and are developing good levels of independence by selecting and carrying out tasks to their own satisfaction. Children are confident speakers and readily contribute to group discussions, for example, during circle time they discuss the weather and share their news. They thoroughly enjoy stories and looking at books independently, turning the pages correctly and following the story through the pictures. Some children repeat familiar stories and join in heartily with familiar songs and rhymes. Children have regular opportunities to develop their early writing skills, for example, they spontaneously write their own names on their paintings and drawings and use a range of pens, pencils and brushes to practice. Most children can recognise their names and confidently self register by attaching their name card to the board, they find their name to put their 'work' together ready to take home.

Children's understanding of simple mathematical concepts is promoted through planned activities and incidental discussion. Staff use informal opportunities to raise children's awareness of number such as the date and how old they are. They learn about more and less by adding one more and taking one away and are able to identify simple shapes, using, for example, triangles

to make a Christmas tree and cutting circles of play dough. They are beginning to use mathematical language such as long and short and to solve problems, for example, when deciding whether they need to extend the arm on the digger to reach the sand. Children have opportunities to use simple technology to support their learning such as robotic toys and can competently follow instructions to complete simple computer programmes. They explore their local environment as they enjoy walks in the nearby forest and plant bulbs in the garden, monitoring their growth. They have daily opportunities to play with a range of construction materials and use their imagination to design and build, for example, making vehicles from large boxes. Children's awareness of their own culture and traditions is promoted through topics and activities. They do have some opportunities to learn about the wider world, however, these are not planned and there are few resources to promote this.

Children enjoy a range of activities which help them to develop their physical skills. They use a range of small scale resources to practice their manipulation skills. They confidently handle and manage tools such as scissors to cut a range of materials and small scoops to transfer substances from one container to another. Children have opportunities to climb on the climbing frame and enjoy the challenge of obstacle courses. They enjoy playing outside on their wheeled toys, controlling their trikes, to avoid obstacles. Children are encouraged to use their imagination to create their own work. For example, painting with two brushes simultaneously and mixing the colours to create different shades. They enjoy dressing up and playing pretend games such as organising a tea party, however, this is sometimes restricted because resources to extend their play are not always available. Children are developing a sense of rhythm as they play their musical instruments, creating simple sounds and singing along to their own tunes. They have a wide repertoire of songs which they are able to sing from memory and enjoy joining in with action songs and rhymes.

Helping children make a positive contribution

The provision is good.

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

They are happy, secure and confident in their environment and are developing good relationships with their peers and with the adults who care for them. Children play cooperatively with each other, taking turns and sharing, for example, when using the computer and making sure that there is enough play dough to go around. Children's behaviour is good. They are focussed on their chosen activities and show high levels of concentration. Staff are good role models to the children, encouraging responsible and positive behaviour through regular praise for their achievements. This helps to promote their self esteem.

All children are valued and respected. They are fully included and the key worker system ensures that staff know the children well and are able to meet their individual needs appropriately. Children have some access to activities to promote their awareness of diversity, however, these are not planned on a regular basis.

Partnership with parents is good. Parents receive comprehensive information about the setting through literature such as the prospectus, newsletters, notice boards and displays. The information given to parents about the complaints policy does not however, contain the

Regulator's contact address. In addition to the daily exchange of information at the beginning and end of each session, parents are regularly informed about their children's progress through informal meetings with their children's key worker. They also receive written progress reports which they are invited to contribute to and are encouraged to help their children at home, for example, with their sounds. Parents views are highly regarded and they have the opportunity to make suggestions and contribute to the success of the setting such as working on the committee and joining the parent rota to assist during the session occasionally. A recent parents survey highlights their satisfaction with the provision offered to their children and minutes of meetings show that their comments have been listened to and acted upon. For example, a concern about security of the outside play area was discussed and addressed immediately and floor mats have been replaced.

Organisation

The organisation is satisfactory.

Children benefit from the satisfactory organisation of the setting. Children are protected because they are cared for by suitably qualified and experienced staff who have been appropriately vetted through the sound recruitment procedures. High staffing ratios and the efficient deployment of staff enable them to supervise the children constantly and also to give them individual support. The environment is organised well and space is used effectively to enable children to play and move around freely and safely. The comprehensive range of policies and procedures inform working practices and are regularly reviewed, however, some procedures are not always adhered to which compromises children's welfare.

Leadership and management is good. The staff and committee members are committed to their respective roles and have a clear vision for the future of the pre-school. Staff receive regular appraisals to monitor their performance and they are encouraged to attend training events to further their knowledge and understanding of different subjects. The provision is regularly evaluated and reviewed and changes are made to improve the quality of what they can offer to the children and their parents. For example, the recent acquisition of robotic toys to give children more opportunities to develop an understanding of simple technology. The format of the children's reports has also been changed to include more information about the progress they have made. These have received favourable comments from parents. Staff meet with the local schools cluster group to share common practices and to ensure that children have a smooth transition into school.

The provider meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting agreed to; ensure that policies and procedures reflect the practices of the pre-school and ensure that the temperature of the hot water is safe for children. The policies have been updated to reflect practice and hot water is thermostatically controlled.

At the last education inspection the setting agreed to; introduce a more manageable system of recording children's individual development towards the early learning goals and develop a

more comfortable book corner where they can access books and enjoy looking at them in comfort. The recording system clearly tracks children's development and highlights the next step in their learning to enable staff to plan appropriately for this. Children enjoy looking at books and listening to stories in the book corner which has been completely refurbished.

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):

- ensure that records relating to the administration of medication contain sufficient information
- ensure that the child protection procedure complies with those of the Local Safeguarding Children Board
- assess the risks to children in relation to the stacked chairs and take action to minimise these
- ensure that the information given to parents about the complaints procedure includes contact details of the Regulator

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):

- provide regular opportunities to promote children's awareness of diversity (also applies to care)

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