

Teddy's Learning Centre

Inspection report for early years provision

Unique Reference Number	EY347366
Inspection date	21 May 2007
Inspector	Anne Mitchell
Setting Address	Freemantle Hall, Somerset Road, Boscombe, Bournemouth, Dorset, BH7 6JJ
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Registered person	Bournemouth YMCA
Type of inspection	Integrated
Type of care	Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Teddy's Learning Centre has been registered since 2007. It operates from the Freemantle Hall in Boscombe. There is a fully enclosed garden for outdoor play. The setting offers crèche facilities for children whose parents attend adult learning classes and support groups, nursery education for children under five years during term times, and out of school care for school age children during the school holidays.

The crèche is open Monday, Wednesday and Thursday from 09:00-15:00 and Tuesday from 11:00 -14:00 during term times. Holiday scheme sessions vary during school holidays. The setting supports children for whom English is an additional language and children who have learning difficulties, and/or disabilities.

There are currently 43 children on roll. Of these, seven children are in receipt of nursery funding. The club currently employs three staff. All staff hold an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy practices from an early age. They are encouraged to wash their hands after using the toilet and before eating and know why they do this. Posters and pictures drawn by the children are displayed in the toilet facilities, and act as a reminder to wash their hands. The environment is clean and well maintained with regular checks on toys and equipment to ensure they are suitable for use. Children can be treated in the event of an accident as staff hold first aid certificates. Accident and medication recording is completed and supports children's health and wellbeing. The setting has secure procedures to follow if children are ill. Parents are contacted and the child made comfortable until they can be taken home. Sick children are excluded to limit the spread of infection.

Children's emotional health is effectively supported as staff reassure and comfort younger children. They engage babies in verbal interaction and positive facial expression and gestures to keep them happy and settled. Children have regular opportunities for exercise and fresh air in the fully enclosed garden, when weather is suitable.

Children's dietary health is very well promoted as they enjoy healthy snacks and drinks. They are provided with fresh fruit such as banana, kiwi, plums and apple at snack time. They can help themselves to drinking water throughout the session from the low level water dispenser and cups, to ensure they are well hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. The door is monitored and children and visitors signed in and out. Daily risk assessment check lists are completed to ensure that all safety equipment is in place and there are no hazards. Immobile babies are separated by low level screens. This keeps them safe from mobile children but they are still able to watch their surroundings. Sleeping children are visually monitored at regular intervals to make sure they are safe and well. Well maintained toys and equipment are available at low level to enable children to choose independently and safely. Children learn about safety through discussion with staff. They are encouraged to think about their personal space during physical play, so they don't hurt themselves and others.

Staff are confident in their role to protect children from harm and neglect. Some have attended child protection training and have a good understanding of signs and symptoms of possible abuse and the procedures to follow. The child protection policy has recently been adapted to reflect the new ownership of the setting, however the procedure to follow in the event of an allegation being made against staff has not been included.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled. They are provided with a broad range of activities to ensure they are well occupied and all areas of their development is successfully promoted. A toddler uses their imagination as they put a doll in the baby seat of a small supermarket trolley. The child concentrates well as they make sure the doll is in position, stroking it's head gently. The

child smiles and waves goodbye to the adult as they wheel the trolley away. Children around the water tray laugh and smile as they pour water through the water wheel making it turn. Babies enjoy attention from both adults and other children, who are encouraged to interact with them gently.

Nursery Education

The quality of teaching and learning is satisfactory. The setting has been providing funded education sessions for one term and staff have a sound and developing knowledge and understanding of the Foundation Stage curriculum. Plans cover all areas of learning. Staff take an interest in what children do and encourage their learning through the use of open ended questioning, and allowing them to extend their play. For example, during a painting session children start to apply paint to their fingers and hands and staff encourage them to make prints. Children's development records are at an early stage, and currently only record children's starting points as discussed with their parents. Challenges for older children are not yet effective as there is no system yet in place to provide separate activities for older and younger children.

Children arrive at the setting with enthusiasm. They settle quickly to their chosen activity and are welcomed warmly by staff. Children are independent, selecting their own resources and using the toilet without adult help, although support is available if required. They are encouraged to cut their own fruit at snack time. Children have developed good relationships with one another and with staff. At story time two children sit with their arms around each other. Staff talk to children about their home life and take an interest in what they have to say.

Children enjoy stories and listen well. They roll a large ball to one another in a large circle, naming the person they will roll it to. This promotes their listening skills. Clear labelling around the room promotes children's understanding that words carry meaning. However, there are limited opportunities for children to write and make marks independently, or use small tools.

Children are encouraged to count in favourite rhymes and songs, such as 'Five little ducks'. They recognise the numerals on the numbered ducks. Children are beginning to use early calculation as they work out how many children want apple or banana at snack time. Children are beginning to use mathematical language in play but staff do not always encourage this effectively.

Children have some opportunities to use a computer, depending on the presence of the younger children. They explore different cultures and nationalities through projects such as 'Your world, my world'. Posters, books and resources provide children with a developing knowledge and understanding of the wider world. They are beginning to look at the natural world, and the different camouflaged coats of giraffes, leopards and tigers.

Children have opportunities to explore colour and texture through a range of painting activities. They print using a variety of shapes, their fingers and their hands. One child folds the paper making a mirror pattern. Children have good opportunities for role play and use their imaginations well. One child approaches a member of staff with a cup saying 'I've made a cup of tea for you'. The member of staff thanks the child and extends the play by asking for something to eat.

Children move confidently around the setting. They enjoy using their bodies to move to action songs, such as 'Heads, shoulders, knees and toes' and talk about the importance of warming their bodies up before they exercise. They use space effectively as they pretend to walk, jump

and hop to school. Their small muscle control is supported through activities such as threading. They learn about health issues through fun stories such as 'Dirty Bertie'.

Helping children make a positive contribution

The provision is good.

Children benefit from a bright and welcoming environment. Displayed posters, pictures and photographs are attractive and children enjoy recognising themselves in photos. Staff welcome parents and their children and consequently, children demonstrate a sense of belonging. Through recorded details and regular discussion with parents, staff know the children well and meet their needs effectively. The setting has secure relationships with parents. Many parents use the crèche facilities while they attend adult learning classes and support groups, and have developed a trusting relationship with staff. Children for whom English is an additional language and those who have learning difficulties, and/or disabilities are well supported by sensitive and caring staff.

Children's behaviour is effectively managed. Staff use encouragement and praise to promote good behaviour and provide children with responsibility to promote their confidence and self-esteem. Children are keen to help tidy up, for example. One young child uses a dustpan and brush to sweep after snack time. Children are encouraged to be caring and gentle with the babies, and they enjoy supervised play with the very young children. Their spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents have been consulted about their children's development to date and this has formed the basis of the children's developmental records. They are given clear information about the setting and plans for projects are displayed for parents to see. Staff liaise with parents on a daily basis. There are plans in place to keep parents informed of their child's developmental progress as the programme for nursery education becomes more established.

Organisation

The organisation is good.

The setting meets the needs of the children for whom it provides care and education. There are secure and rigorous systems in place to recruit and vet staff. Consequently, children are cared for by qualified and suitable people. The staff team is newly established and are beginning to work well together. All staff hold relevant early years qualifications and are dedicated to promoting positive outcomes for children. Space is well organised and used effectively for children's play and rest and the differing age groups. The outdoor area is used regularly when the weather permits.

Leadership and management is satisfactory. The nursery education programme is recently established and the person in charge of planning is committed to providing children with a varied range of activities to promote their learning. However, key staff have recently left and management are in the process of recruiting new staff to support the person in charge and the educational programme more effectively. Management are supportive and encourage continued training.

There is a comprehensive range of policies and procedures that support and reflect the quality of care provided, although the child protection policy does not include a procedure to follow in the event of an allegation made against a member of staff.

Improvements since the last inspection

Not applicable.

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 the child protection policy is updated

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):

- ensure children are provided with appropriate challenges to promote their learning
- extend staff's knowledge and understanding of the Foundation Stage curriculum to ensure all areas of learning are delivered effectively

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