

Teddies Pre-School Ltd

Inspection report for early years provision

Unique Reference Number	EY243151
Inspection date	14 February 2008
Inspector	Virginia Cooper
Setting Address	Ospringe Childrens Centre, Water Lane, Ospringe, Faversham, Kent, ME13 8TU
Telephone number	07974 261685
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Registered person	Teddies Pre-School Ltd
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 good. 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?

Teddies Pre-School opened in 1996 and moved to new premises in 2002. It operates from a single storey building in the grounds of Ospringe County Primary School in the Mary Dean Centre. There are two children's classrooms, kitchen, office, toilets and designated outside play area. The pre-school serves the local area.

A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:30 - 12:00 plus three afternoon sessions from 13:00 - 15:30 during term time. From January to July they run a 'Superteds' session on Tuesday afternoons for the rising fives. Friday afternoons are used for staff meetings and to prepare and plan future sessions.

There are currently 54 children aged from two to under five years on roll. Of these, 42 children receive funding for early education. Children attend for a variety of sessions. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who are bi-lingual.

The pre-school employs nine members of staff. Of these, five hold appropriate early years qualifications and two are working towards a qualification. The setting receives support from

an advisory teacher from the advisory service Kent and an area special educational needs co-ordinator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a close relationship with their key workers; they are very comfortable and obviously feel safe and secure. Their pictures are displayed giving children a sense of belonging.

Children enjoy a clean and well-ordered environment allowing them to move around easily and safely. Effective systems are in place to help prevent the transmission of communicable diseases, for example, surfaces are regularly cleaned with anti-bacterial spray, the toilets are checked regularly and tissues are always available to children for wiping their noses. All children use soap and paper towels to prevent cross infection and the staff teach children through the daily routine about personal hygiene. For example, they are encouraged to wash their hands after using the lavatory, before eating and after petting the guinea pigs. There are effective procedures in place to prevent cross infection when nappy changing. Staff work in co-operation with parents when children are potty training to ensure a consistent approach.

Staff have good systems in place for children with particular health needs. They do not care for children who are contagious ensuring others are not at risk of cross-infection. Children who become poorly whilst they are at the group are comforted, and made comfortable, until their parents are able to collect them. They rarely have to administer any medicine but always ensure they obtain written permission beforehand when this is necessary. The dose and time is recorded to ensure parents are well informed and their children are not given anything that is unsuitable.

There is always one member of staff present who has a current first aid qualification; there is a first aid kit that a named member of staff checks and replenishes as necessary. They are able to administer first aid to children in the event of an accident or emergency. They record all accidents and parents sign the entry ensuring they are aware of what has happened to their child. Staff analyse the accident records to identify if anything is causing accidents so they can take appropriate action.

Children enjoy plenty of fresh air; they play outside most days ensuring they get plenty of exercise.

Staff record any dietary needs children have to ensure they do not eat any food that is unsuitable. Children undertake projects where they get to examine different foods, cut it up and taste it, expanding their knowledge and understanding about which foods are healthiest. Staff provide healthy and nutritious snacks that include various fresh fruit and vegetables. Some children bring a packed lunch; the pre-school has provided guidance for parents about what might be included and ask them to use an ice pack to keep the food fresh. Children eat sitting at the table and are beginning to learn about good table manners and food hygiene. Children have access to water at all times preventing them from becoming thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff care for children in a welcoming, secure indoor and outdoor environment. The space is well organised to provide children with a range of play and learning opportunities. There is a good range of equipment that is all well maintained and safe. The room is organised to enable children to access all the resources easily. Images throughout the pre-school reflect diversity positively encouraging children to develop respect and tolerance. There is an office where parents can speak to staff confidentially.

A thorough risk assessment is carried out and staff visually check the premises and equipment every day to ensure everything is safe. Safety equipment is in place inside the pre-school to help prevent accidents, for example, socket covers. Staff remind children how to behave to keep themselves safe, for instance, they are reminded not to run indoors. This is beginning to help children take responsibility for their own safety. Children's safety in the event of a fire is considered. Staff carry out and record regular fire drills and evaluate their success to effect a quick evacuation in an emergency.

The pre-school's child protection policy includes all the required information to enable staff to safeguard children from harm. Information is given to all parents making them aware of the staff's responsibilities. Some staff have recently attended training to update their knowledge and this information was cascaded to all staff. These strategies all help to contribute to a safe outcome for children.

Helping children achieve well and enjoy what they do

The provision is good.

Staff are aware of the framework Birth to three matters but because most children are over three very little is specifically planned for the youngest children; staff tend to dilute the activities they provide for the funded children. Some of the activities, for example worksheets, are not appropriate for this age group. However, staff generally interact appropriately with the youngest children encouraging them to communicate and be creative. They do have the opportunity to explore and experiment with natural materials, for example, sand, water, shells and soil. Staff provide cosy corners where they can sit comfortably, rest and relax.

Nursery Education

The quality of teaching and learning is good. All staff are familiar with the Curriculum guidance for the foundation stage and they plan interesting activities that cover all six learning areas. Staff carry out regular observations of the children and use this information to plan future activities. Staff know the children well, however, they sometimes rely upon the information they know about the children that is committed to memory, rather than recorded to identify their next steps in learning. Recording children's progress more frequently will enable staff to plan appropriate challenges more easily in a formal, consistent way.

Staff support children very well when they are undertaking new and unfamiliar tasks. They show real interest in what the children do and hold interesting conversations with them throughout the session. All the children are interested in the activities and keen to learn. Staff ensure children remain interested by providing appropriate challenges to stretch their knowledge and understanding. They purchase new equipment specifically sometimes to help them achieve this, taking children's individual learning needs into account. For example, they have recently

purchased more complex jigsaws for a child who could easily manage all the puzzles they already have.

Children are confident; they introduce themselves and chat happily with visitors to the pre-school. Children are able to select resources for themselves and work independently. They work purposefully in an atmosphere that is busy, fun and frequently spontaneous. They pay attention to staff and are able to concentrate and sit quietly when appropriate. Their behaviour is very good. Staff sometimes undertake tasks for children they can easily manage for themselves, for example, pouring their drinks at snack time. They celebrate different festivals helping them understand that people hold differing beliefs.

Children chat with staff easily and are keen to share their news with them. They enjoy rhymes and songs and are familiar with the words enabling them to join in successfully. Most children know the sounds different letters make and can recognise word patterns. Staff encourage children to have a love of books and reading. They teach children that books are for finding information as well as for pleasure. Despite staff efforts to make the reading area cosy and inviting children are still not accessing the books independently very often. Staff provide regular opportunities for children to recognise their names and to write in role play situations. Some children can write recognisable letters.

Children count regularly and staff use everyday situations to improve their mathematical skills and to make simple calculations. Staff often refer to shape, size and quantity especially when children use the various construction toys, familiarising children with these concepts. Children cook regularly helping their measuring skills. Most children know their colours and can recognise different patterns. There are many resources that help children match and replicate a sequence. Some children manage quite complex jigsaw puzzles; they are developing good spatial awareness.

Children use the outdoor play area to observe different aspects of nature that relate to the seasons and the wildlife. They grow vegetables, helping children understand the whole process of how familiar foods are produced. They are beginning to learn about composting and the positive impact recycling has upon the Earth. Children enjoy simple science experiments, for example, discovering which materials float or sink. Children use construction toys imaginatively and learn through experimentation which designs work best. They like to use the computer and confidently demonstrate how they can make it undertake different functions learning about cause and effect.

Children develop good co-ordination and learn how to use tools with increasing control. They mould dough and are able to make recognisable models. They can cut using scissors competently because this skill is well practised. The outdoor area provides lots of play in the fresh air; children have good spatial awareness and run around safely. They love to balance on beams and experiment with their bodies, walking on tip-toes, jumping and hopping.

Staff use role play to compound the children's learning, for example, the home corner currently has a Chinese theme to reflect their topic about the Chinese New Year. Children use their imagination when playing with small world toys, for instance, the galleon and dolls house. Children spontaneously ask to make things and staff are quick to respond to their requests, facilitating their play and helping them develop their creativity. Children are confident to experiment when they are painting and freely mix colours and use different ways to apply the paint to paper.

Helping children make a positive contribution

The provision is good.

The staff are very caring and nurture the children, encouraging a positive self-image. The resources available that promote equality of opportunity are good. The images and toys throughout the pre-school reflect our multi-cultural society positively. Children's social interaction is developing by children being in a calm, relaxed environment that takes account of their emotional needs. They are learning to empathise and appreciate how others feel. Children and their parents develop a sense of belonging encouraged by staff welcoming them warmly and taking an interest in what is important to them. Children's spiritual, moral, social and cultural development is fostered. The interaction between parents and staff is positive; parents are very comfortable chatting to the staff about their children and exchanging information with them. Staff write in a contact book each week for each child keeping parents informed about what their child's likes to do at the group.

Staff write an individual education plan for all children with learning difficulties or disabilities identifying achievable targets in co-operation with parents to aid their development. Staff work in co-operation with parents and other agencies to implement any specific programmes that will help a child progress, for example, they use a programme that helps to develop children's fine motor skills.

Children behave exceptionally well, they are stimulated and excited by the play opportunities, therefore, fully engaged. Children play happily and co-operatively; they have forged friendships and demonstrate pleasure when their friends arrive. Staff are very attentive and skilled practitioners anticipating and dealing with likely areas of conflict before anything really occurs. They help children assert themselves and negotiate successfully when they want something without causing upset.

The partnership with parents and carers is satisfactory. Parents speak highly of the staff and feel they are kept well informed about their children's progress towards the early learning goals. There is information about the setting and its provision, a parent's notice board, regular newsletters and information explaining how they can complain. They have contact with the staff each day and communicate easily with them. The pre-school invites them to look at the children's assessment records regularly, however, there is no consistent method of parents contributing to their child's records.

Organisation

The organisation is good.

Procedures are in place to ensure all staff hold a current criminal records check and are suitable to look after children. Staff understand their roles and responsibilities and most hold a relevant childcare qualification. They are encouraged to attend courses and update their training.

Children are well grouped and the key worker system ensures appropriate support and care throughout the day. The pace and routine of the day is good; children are busy and interested in what they are doing. The children have access to a wide range of resources and staff review what children access and try to make the areas they are less keen to use more inviting to them.

The leadership and management is good. Documentation for the safe and effective management of the setting and for the welfare and care of children is maintained and stored securely. The owner is using the self evaluation-form to review how the pre-school staff meet the five

outcomes for children. All staff contribute to evaluating the service provided and this helps them improve the care and education for all children. The staff are happy and work very well as a team; they exchange information about their key children regularly ensuring all staff are aware of the areas of learning the children are concentrating upon. Staff are supported with ongoing training and have regular meetings and appraisals to discuss their work. They are continually striving to improve the service they provide. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection two recommendations were made that relate to Standard 3, and Standard 12. The group were asked to use observations to help assess children's next steps and include an appropriate activity in the plans; to ensure that children's developmental records are shared with parents, and that they are aware of the complaints procedure.

The pre-school staff have addressed all these areas, however, they continue to experiment with the way they record children's assessment records and still wish to develop this area.

At the last education inspection four recommendations were made. They were asked to review the organisation of the book corner to maximise its use by the children; implement a staff appraisal system so staff can build upon the present good practice and skills to support and extend children's learning; provide parents with information about the educational programme in the Foundation Stage and extend opportunities for children to develop independent writing for a purpose.

The pre-school staff continue to experiment with the organisation of the book corner, it is well organised and staff have made it look more attractive, however, they are aware that it is still underused. Staff say they will continue to experiment until they can see a marked improvement in this area. A staff appraisal system has been introduced, parents are given information about the Foundation Stage and they provide more opportunities to write during role play situations.

All the changes help to improve the outcomes for children.

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.

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 good.

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 curriculum planning for children under three is specific for this age group and focuses upon experiential learning; relate the children's assessment records to the aspects in the framework Birth to three matters

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):

- improve the opportunities for parents to share what they know about their child's development regularly to enable staff to identify in partnership with parents children's next steps in learning

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