



## **Teddies Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	318098
<b>Inspection date</b>	08 July 2005
<b>Inspector</b>	Dawn Lumb
<b>Setting Address</b>	Barnsley Road, Scawsby, Doncaster, South Yorkshire, DN5 7UD
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<b>Registered person</b>	Teddies Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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*

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## 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 Playgroup opened in 1979. It is located in Scawsby, on the outskirts of Doncaster and is accommodated in the local Community Centre. The Playgroup is committee run and serves the local community and surrounding areas.

It is registered to care for 24 children from 2 to 5 years. There are currently 31 children on roll. This includes 15 funded 3 year olds. There are currently no children attending with special educational needs or who speak English as an additional

language. The group opens four days a week during school term time. Sessions run from 09:30 to 11:45. Children attend for a variety of sessions.

There are eight staff working with the children, five full-time and three part-time. All staff have early years qualifications to level two or three. The setting receives support from the local authority and Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about the importance of good personal hygiene through consistent daily routines. For example they independently wash their hands before eating snacks and after using the toilet. They also take part in a range of role play situations. For example, they act out the dentists, doctors and hairdressers. Children are well protected from the spread of infection because high regard is given to cleanliness and there are good procedures in place which are practiced consistently by staff. For example, surfaces are regularly cleaned and there are effective sickness policies and procedures to prevent the spread of infection. Parents are well-informed about the procedures and they are clear about the actions taken if children are ill.

Children's knowledge of healthy eating is well supported. They learn about growth and nutrition through the practitioners well planned topics and activities. Children enjoy the sociable snack time as well as the varied and nutritious diet they are provided with. They often participate in tasting sessions using fruit from other countries and they have regular access to drinks of milk and water.

Children develop their physical skills well. They benefit from staff's detailed planning and the effective use of space, which ensures play resources are available and easily accessible within the setting. Children's confidence and self-assurance is promoted through good staff support and encouragement. Children competently and safely handle tools and equipment. They negotiate obstacles well, they confidently move around on pedal bikes and they negotiate the large caterpillar well. Children successfully control and manipulate small equipment and tool. They use their hands to good effect to roll, pinch, squeeze, pull and mould mediums such as play dough and sand.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's welfare and protection is given high priority through staff's commitment to good practice and ongoing training and development, particularly in areas of child protection. Management adopt clear procedures that ensure they employ staff who are appropriately vetted with relevant experience, knowledge and skills in caring for children.

Children move safely within the setting due to very well set out and organised areas.

There is excellent space available which allows good movement and easy access. Children learn about safety through consistent messages. They use high-quality equipment which meet's british safety standards and is well maintained.

Children are well protected because the staff are vigilant and security of the premises is a high priority. The outer door has a key pad in place with a buzzer system; the inner door has a chain in place and is well monitored. Children receive high levels of support because of a well established, effective key worker system. Good ratios are maintained due to committee member's practical involvement and an established parent rota.

Children's risk of accidental injury is minimised because there are detailed policies and procedures, risk assessments and high levels of security in place. Children are well protected from fire hazards because of staff's positive attitudes and good awareness of the need to practice and record regular fire evacuation procedures. Children are developing an understanding of safety as they are involved regularly in these procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from an interesting and secure environment in which they experience a varied and well established routine. This helps to foster children's self-confidence and assurance. Children are able to make choice and use the excellent range of resources in their own way and learn from each other through the highly effective continuity of play opportunities available. Children's thinking and curiosity is promoted well. For example, during snack time a child sucked an orange segment dry examined it, picked up another and squeezed it. Staff talked about it, and questioned the child appropriately.

Children's care and learning is promoted because of high ratios and small group activities. This ensures individual children's needs are met. Children enjoy familiarity and repetition; they are able to revisit play materials, games and stories, which enables them to build on and refine their skills. Children begin to make sense of their knowledge, experience and events through imaginative and creative activities. For example, when acting out role play situations, staff sensitively support and encourage children to use their imagination.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress because staff have a secure knowledge of the curriculum guidance for the Foundation Stage and competently put it into practice. Detailed plans cover all areas of learning; show planning for focussed activities and ensure clear learning intentions are identified for children. Suitable assessment records for each child show children's approach to learning and clearly identified children's achievements, although they do not show plans for children's individual next steps in learning. Children learn effectively through staff's good questioning techniques and realistic challenges, which encourage children to think. Children benefit from staff's clear explanations and enthusiasm,

they encourage children's participation and eagerness to learn. Good routines, well resourced areas and effective key worker systems ensure appropriate grouping to support and maximise children's individual play and learning.

Children communicate confidently, they enthusiastically share experiences with staff and other children. They are confident to initiate play and play independently and they enthusiastically participate and show eagerness to learn. Their interest in books and stories is well fostered. Some children are able to recognise their name in activities such as self-registration and are beginning to trace and write their names with some letters correctly formed. However, there are few opportunities for children to practise writing for a variety of purposes. Children are very imaginative, they act out real and imaginative situations; for example, when visiting the hairdressers, doctors or dentist.

Children make discoveries and share their findings and ideas with others. They begin to understand about growth and life and they use a variety of tools and techniques well. For example, they use magnets and magnifying glasses to investigate and explore. They access a variety of resources to make sense of the real world and to develop their own senses in relation to touch and smell. They are developing confidence in using number and time when reciting rhymes or stories. They count five by rote and one to one and some are able to count beyond ten. They confidently talk about light and heavy when discussing fruit with staff at snack time. Children develop good physical skills as they move confidently around the premises, they skilfully use a range of large and small equipment. Their fine motor skills are developing well and they show good control when using pencils, scissors, screwdrivers and spanners.

### **Helping children make a positive contribution**

The provision is good.

Children are happy and secure within their surroundings. They are confident to express their feelings and make choices as they are provided with opportunities to develop and communicate decisions and preferences. Children feel they belong as they develop a strong sense of identity both individually and within a group situation. All children are encouraged to participate and contribute with sensitive staff support.

Children develop an understanding of themselves and others through role play. They are able to explore and investigate and they show respect and recognition for what they and others do. Behaviour is good and children are supported by praise and encouragement from staff. Children develop a good understanding about their community and the wider world. They celebrate festivals, taste foods from other countries, go on visits and have access to good play opportunities and positive images. This positive approach fosters children's spiritual, moral, social and cultural development well.

Partnership with parents is good. This ensures that children settle and make progress. They all benefit from high levels of communication. For example, newsletters, daily verbal discussions, an informative notice board and well established documentation. There is also an effective key worker system. Sufficient information on the Foundation Stage curriculum is available for parents and staff

regularly share information so that parents are able to learn about the importance of activities in relation to children's learning and development. Parents are involved in a rota system, which helps them to be involved in their children's learning.

## **Organisation**

The organisation is good.

Children benefit from a well organised supportive setting. Well deployed staff, a highly effective key worker system and a successful parent rota ensures that children receive high levels of consistent interaction and sensitive support and encouragement. Children are well cared for by experienced and qualified staff who are committed to training in order to develop their skills and knowledge of childcare and education. Children are protected from harm through well-established health and safety procedures and well maintained policies and documentation. However, the system for recording accidents and incidents is not completely confidential.

The leadership and management of the nursery education is good. Children's well-being, development and learning is fostered well. They ensure staff have a clear understanding of their roles and responsibilities. They ensure full involvement in planning for the curriculum and the ongoing identification of strengths and areas for improvement. Staff have attended foundation stage training and have good regard to planning and assessment which is part of a cycle of good practice. This includes observations, recording, evaluation and partnership with parents. Staff's professional development is well monitored and promoted through appraisals and development meetings. The needs of all children who attend are met.

## **Improvements since the last inspection**

At the last care inspection the setting was asked to review staff's knowledge of child protection procedures and publications relating to child protection as well as being asked to further develop and promote children's displays within the setting. At the last education inspection they were asked to provide more opportunities for children to distinguish one sound from another and to build up an awareness of rhymes and the initial sounds of words. They were also asked to provide more opportunities for children to compare groups, so that they develop their understanding of 'more', 'less' and 'the same'.

These have all been addressed, a child protection refresher course has been attended, child protection designated persons training is scheduled and relevant child protection publications are available. An additional display board is available to promote children's artwork. The setting has increased the use of letter and counting rhymes; staff and children use an alphabet floor mat to initiate games of letter and sound recognition. Staff use more games and activities in order for children to compare groups of objects. For example, they use snack time as a good opportunity for identifying more, less and the same.

### **Complaints since the last inspection**

There are no complaints to report.

### **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):

- improve systems for recording accident and incidents to ensure each individual entry is confidential.

#### **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):

- increase the opportunities for the more able children to attempt writing for a purpose.
- improve the assessments to include the next steps in children's learning.

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