

Teddy Bear Corner

Inspection report for early years provision

Unique reference number EY339752
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Inspector Patricia Underwood

Setting address St Nicholas Primary School, St Faiths Road, Alcester,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Teddy Bear Corner is one of two privately owned nurseries run by the same provider. It opened in 2006 and operates from a room in a purpose-built building which forms part of St. Nicholas Primary School. It is situated in the small town of Alcester. A maximum of 54 children may attend the setting at any one time, for nursery education or out of school care. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. The out of school care is open from 7.30 to 08.45 and from 15.30 until 18.00. All children have access to a secure enclosed outdoor play area, with opportunities to use the reception outdoor area as well.

They are registered on the Early Years Register and both parts of the Childcare Register. There are currently 41 children aged from three to eight years on roll. Of these, 37 children receive funding for early education. Twenty-one children attend either the before or after school club. They come from St Nicholas Primary School or other local primary schools. The nursery facility provides care for children in the local area and the outlying villages. The setting can support children with learning difficulties and/or disabilities and those for whom English is an additional language, when required.

The nursery employs ten members of staff on a rota basis. All but one hold appropriate children care qualifications. The same staff also run the before and after school club. The setting receives support from a local authority mentor teacher and undertakes forest school activities within the school grounds. There is disabled access and facilities. The nursery has established links with St Nicholas Primary School but the before and after school club has not made links with other settings.

Overall effectiveness of the early years provision

Staff create a welcoming, inclusive and safe environment for all children, where a wide range of activities in all areas of learning are provided inside but where outside provision is not so comprehensive. Children are happy, settled and enjoy their nursery experiences. The children's welfare is a high priority of both the nursery and the before and after school club. Planning, although linked to the EYFS, lacks clarity of purpose for the activities. Assessment procedures are good and the information gathered feeds into the planning to ensure appropriate next steps. However, planning and assessment for EYFS in the after school club lacks the consistency of that found in the nursery. Partnerships with parents are very well established and they speak very highly of the setting and the care provided. The nursery knows itself well but has no system for recording its evaluations. The after school club has no systems in place to check how well it is doing. All recommendations from the last inspection have been implemented demonstrating a good capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure activities planned in the nursery have clear objectives
- develop the outdoor area further to ensure provision of activities in all areas of learning
- implement a robust system to record strengths and areas for improvement more quickly also applies to the After School Club
- develop planning in the after school club that links closely to the EYFS
- introduce assessment procedures that highlight what EYFS children can do and what they need to do next (after school club)
- develop links with other providers so that information about the children who attend the club can be shared (after school club).

The leadership and management of the early years provision

Arrangements for safeguarding the children in both the nursery and before and after school club are effective and regularly reviewed, updated and understood by all staff. Effective procedures are in place for identifying any child who may be at risk, thus ensuring the children are well protected and staff well focused on promoting their safety and welfare. Resources in the nursery are used well to engage the children, but the outdoor area is less well resourced. Regular assessment linked to good planning ensures all children make good progress in their development whatever their starting point. However, assessment and planning are less effective in the after school club. Very well-established partnerships with parents are in place. Parents express very positive views about the nursery. 'My child settled quickly', 'We appreciate the feedback and enjoy the learning journals', 'We find suggestions for activities to do at home with our child very helpful' and 'I really value the care given to my children'. All these comments reflect the parents' confidence in the nursery. Parents receive daily verbal feedback and also have a book for shared comments about their child. These have a positive impact on the children's learning and help the staff with their planning.

Very good liaison with outside agencies ensures appropriate provision to support children with learning difficulties and/or disabilities or for whom English is an additional language. Links with the school and especially the reception classes is very strong. Planning is shared, children visit the classrooms, particularly towards the end of the year before transfer. The school hall, swimming pool and the woodland area are frequently used. Links with other primary schools that receive the nursery children are developing. However the after school club has developed few links with other providers, so cannot share information about children from this age group who attend.

The nursery knows itself well but has no robust system in place to record their strengths and areas for improvement. Much of the information is shared orally. The after school club also has no way of recording how well it is doing.

The quality and standards of the early years provision

The nursery provides a stimulating and attractive environment where children are happy, settled and keen to explore their surroundings. All staff have a good understanding of EYFS learning and development requirements. This understanding is greatly enhanced by the expectation that each key person is responsible for planning the next steps for each child in their group. Overall planning of a range of activities is undertaken by the manager; the key person takes the planning and adapts it to meet the individual needs of the children in their group. Each child has their own planning sheet that is constantly being updated. This ensures tasks are appropriately challenging so all children make good progress. The adults' role is to support and guide the children in their learning and choice of activity. Children are regularly assessed and this information feed into the planning. Assessment shows what the child can do, but more importantly the next steps. Key persons spend time with their group following up areas for development or extending their knowledge. For example it may be a phonic or numeracy input. Planning is closely matched to the EYFS but lacks clarity of objectives and purpose for the activity chosen. Children enjoy the range of activities available.

However such detailed planning is not carried out in the After School Club to support the learning of EYFS children who attend. Consequently progress in developing relevant skills is satisfactory. With very limited liaison between the after school club and other EYFS providers, information about what the children have done and can do in school is not shared. Assessment procedures for these children are limited.

Children's positive contribution is developed well in the nursery. They are encouraged to become good listeners and are praised for appropriate behaviour. Personal and Social skills are developing very well as they begin to listen, take turns, to work together and respect each other. For example four children happily shared the seesaw in the outdoor area, taking turns. No adult was present to remind them about sharing.

The children love to use the outdoor area even in the rain, but a range of activities in all areas of learning is not always available. Staff agree this is an area that needs further development. Staff are very patient and caring, devoting a lot of time to supporting and guiding the children's learning. All have very good relationships with the children and this gives the children confidence.

Children's economic well being is well promoted through a strong emphasis on speaking and listening skills. Most staff ask open-ended questions which stimulate discussion and encourage the children to respond, which they do confidently. The staff play with the children to further the children's language development. For example a member of staff created a conversation between two dinosaurs, the child's response to the adult's stimulation was very good, even using different voices for different dinosaurs. Children enjoy stories and sharing books together, using objects in a picture to reinforce counting skills. A group of children thoroughly enjoyed a music session, using percussion instruments to accompany a

story with much excitement. Computer skills are developing well. Some children have good mouse control as they move the cursor across the screen whilst playing literacy and numeracy games.

Promotion of children's safety and welfare is a priority. All staff work as a team to ensure the highest quality of care. Healthy snacks and midday lunches are provided for the children, who sit round tables to share the meals with their friends. Water is always available. Children learn to keep safe and be healthy because the need for personal hygiene is always being instilled. Regular opportunities are planned for exercise, not just in the outdoor area but weekly visits to the school hall and swimming pool greatly enhance their physical development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints to Ofsted since the last inspection.

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.