

# Teddy Bear's Playgroup

Inspection report for early years provision

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**Unique reference number**

EY302680

**Inspection date**

07/05/2009

**Inspector**

Judith, Mary Butler

**Setting address**

Chalfont St. Peter Community Centre, Gravel Hill, Chalfont  
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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 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's Playgroup registered in 2005, there has been a playgroup on this site since 1992. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a privately owned group and operates from rooms in the Chalfont Community Centre in Chalfont St Peter, Buckinghamshire. The children have access to a secure enclosed outdoor play area.

The playgroup is registered to provide care for up to 20 children in the early years age range at any one time. There are currently 23 children on roll. The playgroup opens Monday, Wednesday, Thursday and Friday during term time only. Sessions are from 09.15 until 13.00. Children attend for a variety of sessions. The children attend from the local area.

There are five members of staff who work directly with the children. Of these, three hold relevant childcare qualifications. Two staff members are working towards a qualification. The setting receives support from the Local Authority.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children are comfortable and settled in this playgroup. They are all valued and have their individual needs met by the caring, knowledgeable and stable staff team, who recognise the uniqueness of each child in their care. Good relationships are in place between the staff, parents and other practitioners working with the children and this enhances the care of the children. The management and staff have systems in place to continually evaluate and develop their practice, such as, identifying and attending training and addressing recommendations made at previous inspections and by the local authority.

## **What steps need to be taken to improve provision further?**

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

- provide further opportunities for children to enjoy stories and access books freely throughout the session
- continue to review the systems in place for observing and recording children's achievements
- further improve children's safety by ensuring all entries in the register are recorded in ink.

## **The leadership and management of the early years provision**

Effective recruitment procedures ensure that all staff working with the children are suitable to do so. Newly appointed staff undertake an induction procedure and this

ensures they are aware of the playgroup's policies and procedures as well as their individual duties within the setting. Regular staff meetings provide staff with opportunities to discuss individual children's progress, planning and playgroup routines as well as identifying their own personal training needs. These meetings enable all staff to be involved in the continuing evaluation and development of the provision, ensuring that all children have their individual needs met and staff have opportunities to develop and extend their understanding and knowledge of early years practice.

Staff are aware of their individual roles and responsibilities within the setting. They are flexible and meet the differing demands of the playgroup day, for example, taking the children outside in the wet weather and into the hall for a music and movement session. Detailed risk assessments are undertaken and reviewed regularly to enhance the safety of children in all areas of the building and outside areas. Registration procedures record the hours and days that children attend the playgroup however, staff do not use ink to record children's attendance. Staff are secure in their knowledge of safeguarding children and are aware of the procedures to follow should they have any concerns regarding a child in their care. Any visitors to the setting have to ring to gain entry, sign in and out and are supervised at all times.

Parents and staff establish good relationships and this assists children's development within the setting. Staff gather detailed information regarding the children before they start at the playgroup, including each child's interests, likes, dislikes and starting points. This enables staff to plan appropriate resources and activities to meet the individual needs and preferences of all children. Parents receive regular information about the setting and their child's progress through notice boards, newsletters, parents' meetings and daily verbal exchanges of information. Files displayed at the entrance to the setting include information about the policies and procedures and the Early Years Foundation Stage (EYFS). An effective key person system operates and children receive consistent and appropriate care from staff who know them extremely well.

## **The quality and standards of the early years provision**

Staff demonstrate a good understanding of the EYFS and are effective in helping children to make progress towards the early learning goals. Planning is flexible and takes into account the interests and development of all children. Staff undertake regular observations on all children and use these to record their progress and identify each child's next steps in learning. However, some observation systems are repetitive and time consuming for staff. A very effective key person system operates within this playgroup and children enjoy time with the key person and other children in their group, for example, snack time. Parents receive regular opportunities to meet with their child's key person to discuss their progress and view their development files which includes observations, photographs and samples of children's work.

Children enter the playgroup happily and leave their main carer with ease. They quickly settle into the daily routine and enjoy selecting the toys and resources they

wish to use from the wide range available and displayed at their level. Children develop caring relationships with each other and staff. They seek out other children to play with and enjoying the hospital role play with a staff member in the quiet room. Children are well behaved and learn to share and take turns in their play, for example, one child asks another 'can I have a turn next' and the other child gets off of the bike to let them have a turn. Children enjoy assisting with daily tasks such as tidying away and sweeping the floor. They have opportunities to take risks while being supported by staff, for example, using the knives to cut the fruit at snack time. Staff offer children gentle reminders about safety issues, such as walking to the hall from the playgroup room for a music session.

Children learn in the exciting environment and through the high amount of individual time and attention they receive from the staff team who know them very well. They make individual decisions about playing inside or outside and really enjoy experiences such as using the real vegetables and food in the home corner. They chop, cut and pretend to cook the food, proudly informing visitors that they have made a casserole which is now cooking in the oven. Children know that vegetables are good for you and enjoy a range of different food at snack time, for example, oranges, apples, grapes, bananas and bread sticks. Snack times are sociable occasions with children assisting in preparing the snack and chatting to each other and adults about their day. Children are independent and older children confidently pour their own drinks, younger children needing assistance in these developing skills receive support from their key person. Drinking water is readily available to children throughout the session.

Children recognise their names as they enter the setting and older children are beginning to recognise the names of other children and the sounds that different letters make. Children have many opportunities to mark make; including drawing, recording information in a diary and using the paint brushes and water while playing in the garden. They enjoy stories and looking at books on their own and in small groups. However, they can not always access the area where books are displayed and stories are sometimes cut short as staff follow the routine of the morning. Children have opportunities to freely express themselves and develop their imaginations through different activities and materials such as, cornflower and water, dough, movement sessions in the hall and role play situations.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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