

# Teddy Bears Pre-School

Inspection report for early years provision

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| <b>Unique reference number</b> | 110376        |
| <b>Inspection date</b>         | 01/10/2009    |
| <b>Inspector</b>               | Anne Mitchell |

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|-------------------------|--|
| <b>Setting address</b>  | Teddy Bears Pre-School, St John The Baptist Church Hall,<br>Linford Road, Poulner, Hampshire, BH24 1TY |
| <b>Telephone number</b> | 01425 472271   |
| <b>Email</b>            |  |
| <b>Type of setting</b>  | Childcare on non-domestic premises   |

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## 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.

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## **Description of the setting**

Teddy Bears Pre-School has been registered since 1998 and is a community pre-school managed by a committee of parents. It operates from two rooms of a church hall and serves the local area.

It is registered on the Early Years Register as well as the compulsory part of the Childcare Register for 26 children. All of these may be in the early years age group. There are currently 51 children on roll, all of whom are in the early years age group. This includes 30 children who are in receipt of funding for nursery education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or learning difficulties.

The group opens five days a week during school term time only. Sessions are from 09:00 to 12:00 or from 13:00 to 15:30, with lunch club available on Mondays, Wednesdays and Fridays from 12:00 to 13:00.

A total of seven staff work directly with the children. Of these, four hold early years qualifications. The setting receives support from a teacher/mentor from the local Early Years Department.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

All children are effectively integrated and are making rapid progress in their development, given their starting points. Staff know children's needs and recognise how best they learn and develop through planning for individuals as well as for the whole group.

The pre-school staff and committee have developed robust systems to monitor and evaluate their practice and are highly committed to continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to provide children with opportunities to further explore healthy lifestyles at snack time and in the local community.

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

Children's safety is paramount in the pre-school. Staff have a secure and confident knowledge and understanding of safeguarding issues. Many staff and some members of the committee have attended training in this area. Consequently, they

are fully aware of the correct procedures to follow in the event of concerns, so children are well protected from harm and neglect. Comprehensive and detailed risk assessments ensure children are safe and secure in all areas of the pre-school, as well as on local outings.

Successful engagement with parents, carers and their children ensures individual needs are met. Parents complete an initial 'Child Profile' so staff have a good understanding of children's interests, enthusiasms and development to date. Children and parents are welcomed and valued from the outset. Information about the setting has been developed in a written and simply illustrated version, so children are involved in making decisions about attending the pre-school. They are given resources to use at home to make them feel part of the process. Parents are delighted with the support their children receive and recognise the staff's commitment to the care and education of their children. They complete annual questionnaires, and any issues raised are swiftly addressed. Partnership forms are used to share information with other childcare providers about children's interests and developmental progress. Staff liaise closely with the local health visitor and the area inclusion officer, as well as childminders and nurseries children may also attend to ensure a consistent approach to each child's care and education.

Children enjoy choosing from a broad range of high quality resources both indoors and out and good use is made of recycled materials. Staff are effectively deployed to meet children's changing needs. Staff's strong commitment to continued training ensures they are able to promote positive outcomes for children. The supportive committee helps to fund staff training, and provide new equipment and resources as required. Staff's innovative use of resources helps children think about diversity and challenge discrimination in an age appropriate way. In a story, the character excludes girls, small people, those with red hair and those who wear glasses from their games. Children listen intently and participate enthusiastically with cries of 'That's not fair' 'That's unkind'.

Systems to monitor the provision are rigorous and effective. Through effective self evaluation, liaison with local early years professionals, regular staff meetings and an ongoing training programme, the pre-school committee, management and staff develop and address priorities for improvement. Children, parents and staff are fully involved in the process and this demonstrates their ambition and drive to continually improve this high quality provision for young children.

## **The quality and standards of the early years provision and outcomes for children**

Children make significant progress in their learning. They demonstrate high levels of confidence and flourish in the child orientated and stimulating environment. Even those who have recently started are settled and are becoming independent and motivated in their learning. On arrival, parents take their children to find their name tag to hang on the teddy bear to show they are present. Many children are keen to do this independently. One child approaches her mum enthusiastically and tells her 'I did my name on my own!', demonstrating a clear sense of pride and achievement.

The skilled staff team provide excellent support and a good level of interaction, successfully promoting children's language, vocabulary and understanding. Staff use open ended questions effectively to help children think for themselves and solve problems. For example, at the play dough an adult engages children, helping them count as they 'make cakes', asking 'How many more can you make?' Once children are settled they can enjoy free flow play indoors and in the well resourced outdoor space. Outside children choose to play with bikes and pushchairs, reading books and dressing up. They jump from one numbered square to the next, others become involved at the water tray.

Children make strong relationships with their staff and with each other. They are good at taking turns and helping one another, and play co-operatively. A group of children in the role play area queue nicely with their baskets of shopping, waiting to be served at the 'shop counter'. The child at the counter pretends to scan items and says 'Fourteen change please!' Another child searches in her purse for the right money. Three children use the computers to colour and make pictures. They demonstrate increasing skill and competence as they use the mouse independently, and show each other what to do.

A three-year-old concentrates for an extended length of time as he fills the lorry and miniature buckets with sand and gravel using small measuring scoops. He demonstrates high levels of confidence and self-esteem as he tells an adult, 'Use the little scoop. Is it full yet? I can fill the lorry up because I am strong'. He identifies the size of the three small scoops and says 'That's the biggest. You can get more sand with that one'. Children choose resources from the creative table and make models and collage with a variety of materials. They have free access to hand and sponge printing, as well as free painting. They laugh as they squeeze the sponge and the paint drops onto the paper. They hold their hands up, smiling broadly, saying 'My hands are green now!'

All staff complete regular observations on children and each child's key person collates these to provide a record of children's development. Parents are encouraged to contribute to children's learning journeys and most add comments and observations of children's progress at home. Learning journeys are illustrated with photos and indicate the areas of learning covered in free play and planned activities, providing staff with clear systems to ensure all areas are covered. Staff have a secure knowledge and understanding of the Early Years Foundation Stage and continuously plan activities that interest and motivate children's learning to ensure each child reaches their full potential.

Children demonstrate a secure and confident knowledge and understanding of keeping themselves and others safe. At the sand tray a child tells an adult 'You don't throw sand. It might go on the floor and someone will slip, or it might go in someone's eye!' At music session, children tell a member of staff how to use the rhythm sticks safely. 'You don't hit your head or poke someone else. It's not kind'. Resources are stored at low level to ensure that children can choose these safely. Projects and planned activities, as well as sensitive reinforcement by staff ensure that children learn about their personal safety in the pre-school as well as in the local community.

Children's health and welfare is successfully promoted because they enjoy healthy snacks and drinks. At times, staff miss opportunities to further develop the children's developing understanding, as fruit is pre-prepared by adults and local walks are limited to twice each year. Planned activities such as baking bread and growing vegetables promote their knowledge of healthy lifestyles. Daily access to the outdoor play area enables children to enjoy fresh air and exercise.

Children's behaviour is exemplary because staff are good role models and provide clear and appropriate rules. Staff remind children to use their 'Listening ears' and 'Kind hands'. When children are asked to listen most cup their ears and stop talking. Children demonstrate kindness and tolerance, and flourish in an environment of mutual respect.

## 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*

### The overall effectiveness of the early years provision

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## **Annex B: the Childcare Register**

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

Met