

# Teagues Bridge Pre-School

Inspection report for early years provision

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**Unique reference number** 208264  
**Inspection date** 19/03/2010  
**Inspector** Andrew Clark

**Setting address** c/o Teagues Bridge School, Teagues Crescent, Trench,  
Telford, Shropshire, TF2 6RE

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**Type of setting** 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Teagues Bridge Pre-School opened in 1996 and is run by a committee. It operates from a separate building in the grounds of Teagues Bridge Primary School, Trench, Telford. The setting supports children with special educational needs and/or disabilities. It is on the ground floor and fully accessible. A maximum of 24 children aged from two to five may attend in any one session. There are currently 46 children on roll. Of these, all are in the Early Years Foundation Stage, of which 33 are in receipt of funding for nursery education. The sessions run from 8.45am to 11.45am and 12.30pm to 3.30pm, five days a week, term-time only. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are six members of staff. The manager and over half the remaining staff hold a Level 3 qualification. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

This is an inclusive setting where all children, including those with special educational needs and/or disabilities, enjoy themselves and achieve well. It meets the needs of the early years children well. The manager leads her staff with enthusiastic professionalism and, as a result, the setting has a good capacity for further improvements.

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

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

- improve the use of labels and signs to promote children's communication, language and literacy development
- extend resources promoting positive images of diversity.

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

Leadership and management are good. The manager enthuses and motivates her staff by providing clear lines of responsibility and ensuring they are well prepared in their roles. The good organisation contributes well to the children's welfare and progress. Staff are increasingly reflective and ambitious for the setting. Self-evaluation procedures are good and lead to precise and appropriate priorities for further improvement. Staff are effectively involved in monitoring and evaluating all aspects of the quality of their work. The setting gathers the views of parents and carers and children and acts upon them. The promotion of equality and diversity is good. There are good systems to identify any barriers to children's success and staff are well trained in supporting children with special educational needs and/or

disabilities.

Procedures for safeguarding and to ensure all staff are suitable to work with children are good. There are good systems for the administration of medication and recording accidents and injuries. Staff have robust procedures to ensure children are safe at all times, whether on the premises or on visits.

The engagement with parents and carers is outstanding and has a very positive impact on children's personal development. Parents and carers find staff very approachable and appreciate the care they show their children. They receive an excellent range of information about their children's progress on a regular basis. Good links with other providers have contributed to the development of policies and staff's good knowledge of the Early Years Foundation Stage.

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

Children are happy and make good progress towards the early learning goals. The manager and her staff are skilled in observing children's development regularly and identifying the next steps in their development. This is used to plan for the needs of children of all abilities. The setting makes good use of bright and vibrant resources including modern technology to promote all areas of learning and to motivate children.

Children are independent and develop self-confidence because they are taught well to make decisions for themselves and choose their own activities. Many of the resources are planned to promote inquisitiveness and observation. These skills prepare children well for their future learning. The staff motivate children to tidy up carefully after they complete their tasks. Although there is a good range of activities to promote early reading and mark making, the staff do not consistently reinforce this through the use of labels and displays.

Children feel safe and quickly establish secure relationships with staff which parents and carers fully appreciate. They learn how to care for others, such as different animals through role play and real-life experiences. The development of healthy lifestyles is good. The staff offer a good range of healthy snacks and the Busy Feet physical development sessions teach children to be active and understand the benefits of a healthy heart. Children grow their own vegetables and participate in food preparation. Staff make sure food meets children's dietary and medical needs very well. Songs and rhymes help children understand and practise good hygiene.

The setting helps children make a good positive contribution. Well planned role play and visits to the local shops help children develop a good understanding of the life of others and the world of work. The review sessions encourage children to reflect on what they have learned and be involved in planning what they will do next. Puppet shows help children learn about being good friends. Themed activities around events, such as Chinese New Year, broaden children's experiences but there are limited resources and displays promoting positive images of diversity.

The large and secure outdoor space is used well to develop all areas of learning, especially knowledge and understanding of the world and physical development. There are attractive quiet areas both indoors and out for children to sit and relax.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

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

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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

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