

The Teddy Club

Inspection report for early years provision

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Inspector

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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).

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

The Teddy Club at Whitegate Nursery School & Children's Centre is run by a management committee and has been registered since 2006. The facility provides a range of services for families within the Padiham and the surrounding areas of Burnley. Day care for children under five years is provided for 51 weeks of the year from 7.45am to 5.45pm. Children have access to four dedicated indoor areas and three outdoor play areas. The facility also provides some holiday care for children aged from four to eight years.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 74 children under eight years old may attend the setting at any one time. It cares for children from six months to eight years. Currently there are 102 children on roll. Of these, 69 children are in the Early Years Foundation Stage. This includes 29 children who receive funding for nursery education. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

There are 17 staff who work directly with the children. All staff have recognised early years qualifications, including one member of staff who holds Early Years Professional Status and two who are completing the training as Early Years Professionals. The majority of staff have National Vocational Qualifications at level 3 and two staff are undertaking an early years foundation degree. The setting gains support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this inclusive, exciting and stimulating setting because the highly motivated staff team focuses its attention upon their unique and individual needs. The environment provides rich and exciting spaces in which children are able to explore, discover and take risks. Effective partnership with parents, professionals and other early years facilities provide consistency for the children. Excellent systems are in place to monitor and evaluate the provision and this demonstrates a true commitment to continuous improvement and development, which has a positive impact on children's well-being, care and safety.

What steps need to be taken to improve provision further?

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

- monitoring and evaluating the effectiveness of the tracking system to ensure the impact upon children's learning and development remains consistently strong.

The effectiveness of leadership and management of the early years provision

Comprehensive, robust and rigorous policies and procedures which include safeguarding, risk assessments and staff recruitment are effective. This ensures children's well-being and safety are prioritised at all time. Staff fully respect the children in their care and ask permission from them before carrying out everyday care routines. This practice empowers children, helping them to feel safe and secure. This is reinforced by effective key person systems and children benefit from the very high levels of interaction and care from familiar adults who know them well. The enthusiastic staff are fully committed to their own professional development. Resources are deployed very well in both the indoor and the outdoor areas, providing well-organised and imaginative play environments that capture children's imagination and promote their learning.

Equality and diversity are promoted exceptionally well through a wide range of resources and activities which expand children's understanding of the world around them. Children show rapid progress towards the early learning goals. The system used to track children's progression has yet to be evaluated to assess the impact of its effectiveness upon children's learning and development, particularly with the youngest children.

Partnerships with other professionals and providers of the Early Years Foundation Stage curriculum are fostered extremely well, which benefits the children, particularly the children with special educational needs and/or disabilities or with English as an additional language. As a result of these excellent relationships, transitions for the children into other areas of the nursery and to schools are smooth and well managed. Partnerships with parents and carers are also very strong and they appreciate the wealth of high quality information they receive about their children's progress.

Recommendations from the previous inspection have been addressed fully and the self-reflective, enthusiastic attitudes from staff in the setting indicate their willingness to continually develop their practice. Self-evaluation is effective in identifying significant areas for development. As a consequence, areas for improvement to enhance children's learning and overall welfare have been correctly identified and appropriately targeted.

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

A welcoming, exciting and stimulating environment is created throughout the nursery as children's work, posters and photographs are attractively displayed, which provides children with a sense of belonging and achievement. Positive learning environments are generated as the indoor and outdoor play areas are creatively organised. The areas of continuous play are extensively resourced and children select toys, resources and books easily, making informed and independent choices in their play and learning. The youngest children use their senses as they

explore their wonderful environment. They have great fun as they investigate jelly; they squeeze it, lick it and paint with it. Children throughout the nursery are discovering that print carries meaning as they play in an environment that is rich with a variety of print. They make marks in a variety of ways using pencils, crayons and paints, and make patterns in sand, shaving foam and toothpaste with their fingers. Children develop skills for the future as they are confident communicators who competently use computers with support from staff to develop problem-solving strategies.

The staff team knows the children very well. Staff are extremely skilful and highly effective in a manner which supports and challenges children in all areas of learning. This enables each child to progress towards the next steps in their development. Staff interaction is excellent and staff act as very strong role models for the children. The setting runs smoothly because staff communicate well with each other and act as positive role models for the children. Children's behaviour is exemplary. Comprehensive photographic and observational records demonstrate that children make excellent progress in their development. The next steps in their learning are carefully considered and planned for on an individual level ensuring each child's learning is maximised. Parents also contribute to their child's file, adding information about important events in their child's life, and they can see what the children have been enjoying.

Children's welfare is exceptionally well promoted. They are provided with healthy and nutritious meals and snacks which benefit their health. Meal times are social occasions during which children sit together and chat as they independently serve themselves. Children know and understand the importance of good hygiene procedures. They learn about taking risks as they play outdoors on the climbing frame, challenging themselves and their friends to swing across the monkey bars or to participate in their own obstacle course. Children cooperate and share while they play. They are eager to participate in activities. Their fascination and enjoyment are evident in everything they do.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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	1
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