



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 100483

DfES Number: 511018

INSPECTION DETAILS

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| Inspection Date | 24/08/2004 |
| Inspector Name | Nikki Whinton |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Teddy's Place Day Nursery |
| Setting Address | 56 Westover Road Bournemouth Dorset BH1 2BS |

REGISTERED PROVIDER DETAILS

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|------|--------------------------|
| Name | Bournemouth YMCA 1078728 |
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ORGANISATION DETAILS

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| Name | Bournemouth YMCA |
| Address | 56 Westover Road Bournemouth Dorset BH1 2BS |

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Teddy's Place Day Nursery opened in 1988. It operates from two rooms on the first floor, within the YMCA's premises, in Bournemouth. The setting serves the local area.

There are currently 31 children from 2 to 5 years on roll. This includes 15 funded three-year-olds and 4 funded four-year-olds. Children attend for a variety of sessions. Three children have special needs and the group supports eight children who speak English as an additional language.

The group opens five days a week all year round, apart from bank holidays and planning days. Opening times are from 08.30 to 17.30.

Four full-time staff work with the children. All staff have early years qualifications. The setting have the Bournemouth Early Years Development and Childcare Partnership (BEYDCP) Quality Standard and receive support from a BEYDCP teacher.

How good is the Day Care?

Teddy's Place Day Nursery provides satisfactory care for children. Staff have appropriate training, qualifications and experience. The premises are clean, suitably maintained, warm and welcoming to children and parents. All required documentation is securely stored and easily accessible for inspection. However, daily attendance records are not consistently accurate and accidents are not always recorded. Staff offer children a varied range of toys and equipment.

Most procedures are in place to support children's safety. Staff take positive steps to promote children's good health and hygiene. They have a good understanding of the importance of healthy eating, which they encourage through the snacks and meals provided. Staff have valuable experience of caring for children with a range of additional needs. They have a good understanding of their role in the protection of children.

Staff know the children well and have a positive relationship with them. They treat each child as an individual, according to their differing needs. However, they have a limited understanding of effective ways to manage children's behaviour.

Staff have a good partnership with parents. They ensure children are looked after according to parents' individual wishes and provide regular opportunities to discuss children's progress and achievements.

What has improved since the last inspection?

As a result of the last inspection, the group was requested to develop staff's awareness and understanding of effective ways to manage children's behaviour.

Staff have attended appropriate behaviour management training and have reviewed their daily practice and procedures in an attempt to improve behaviour within the setting. However, they still do not consistently manage children's behaviour in a way which discourages inappropriate behaviour and promotes positive behaviour.

What is being done well?

- The staff know the children well and have a positive relationship with them. They acknowledge and value each child as an individual. Staff provide a wide range of interesting activities to support children's learning in most areas of development. Children are relaxed and interested in the free choice opportunities available to them.
- The staff offer children a wide range of clean, well maintained equipment and resources. Children are able to easily self select from a good variety of safe, age appropriate toys and play materials which help to support their learning and development.
- The staff offer good support for children attending the setting with additional needs. Designated staff members have undertaken appropriate training. Staff maintain good liaison with parents and appropriate health professionals. Children are cared for within an environment which actively supports their welfare and development.
- The staff have an effective partnership with the parents. They ensure children are looked after according to parents' varying requirements. They offer parents regular informal opportunities to discuss children's progress and achievements. Children are cared for in a way which supports their welfare and needs.

What needs to be improved?

- the arrangements for children's safety, to ensure staff take positive steps to promote safety and prevent accidents when children are behaving inappropriately
- the staff's knowledge and understanding of effective ways to manage

children's behaviour, according to their age and stage of development

- the procedures for recording when staff and children are on the premises
- the documentation, to ensure signed records are maintained of accidents involving children.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

| Std | Action | Date |
|-----|---|------------|
| 14 | Ensure a signed record is maintained of all accidents involving children. | 25/08/2004 |

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|---|
| 2 | Ensure the daily register of attendance records when children and staff are on the premises. |
| 6 | Ensure staff are vigilant in promoting safety and preventing accidents when children are behaving inappropriately. |
| 11 | Improve staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Teddy's Place Day Nursery offers good quality provision, which helps children to make generally good progress towards the early learning goals in all areas of development.

Teaching is generally good. Staff know the children well and have a positive relationship with them. They have a good understanding of children's differing needs and actively support their growing independence, confidence and self esteem. However, they do not always promote children's positive behaviour. They plan and provide a wide variety of interesting activities and outings to support children's learning in most areas of development. They ask good indirect questions to make children think. However, staff do not always use assessment information effectively, provide opportunities offering sufficient challenge, or time manage activities successfully for younger children. Creative activities tend to be adult directed. Staff offer very good support for children attending the setting with special needs and for those who speak English as an additional language.

Leadership and management are generally good. The group has not completed all identified key issues and does not effectively monitor or evaluate the educational provision. However, the group benefits from the experience and enthusiasm of the playleader and programmes manager. They have a good understanding of the group's strengths and areas for development and are committed to further improving the quality of the care and education offered to the children.

The partnership with parents and carers is very good. Parents are provided with good quality information about the setting and its provision. They are kept well informed about children's progress and achievements and are encouraged to share with staff what they know about their child. They are invited to become involved in their child's learning, both within the provision and at home.

What is being done well?

- Children are independent, enthusiastic and eager to explore the wide range of free play opportunities available. They show good self esteem and use language confidently when talking to adults and peers. They are forming positive relationships within the setting, increasing their social skills and developing their awareness of the need to share and take turns.
- Staff know the children well and have positive relationship with them. They support children well in developing their confidence, independence and self esteem. They ask children good indirect questions to make them think, reinforce and extend their learning. They offer very good support to children within the setting who speak English as an additional language and to children with special educational needs.

- Staff have a very effective partnership with parents and carers. They offer regular opportunities for staff and parents to liaise, view children's assessment records and discuss children's progress and achievements. Parents are encouraged to share with staff what they know about their child initially and on an ongoing basis, to aid staff assessment. They are invited to become involved in their child's learning, both within the provision and at home.
- Children have regular, varied, exciting opportunities to explore the local environment and find out more about the area in which they live.

What needs to be improved?

- the staff's programme for assessment, to ensure regular observations and assessments are undertaken on the children. Use the information to plan for individual children's future learning
- the management and staff's procedures for monitoring and evaluating the effectiveness of the educational provision, to ensure planned activities are developmentally appropriate for younger children and offer sufficient challenge and stimulation for older or more able children
- the staff's planning of activities involving art and craft design, to ensure the opportunities are child-centred and provide children with the chance to initiate and develop their own creative and imaginative ideas.

What has improved since the last inspection?

The setting has made limited progress since the last inspection.

As a result of the last inspection the group was requested to:

Ensure staff make best use of all activities to sufficiently challenge all children, especially those who learn more quickly. Teaching methods should ensure that the interest of the youngest children, for example, during circle time, is maintained.

Provide children with more opportunities to develop their awareness of the importance of keeping healthy.

The staff now provide good, meaningful opportunities to develop children's awareness of the need to keep healthy. However, staff do not always time manage large group structured activities, in a way which meets the needs of younger children. They do not regularly plan or provide activities which offer sufficient challenge and stimulation for older and more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children are confident, enthusiastic and eager to explore the wide variety of available play opportunities. They are forming positive relationships with adults and peers, developing their social skills and their awareness of the need to share and take turns. Children have good self esteem. They have regular planned and spontaneous opportunities to discuss significant events in their lives. However, children do not always behave appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

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|------------|----------------|
| Judgement: | Generally Good |
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Children use language confidently when talking to adults and peers. They use speech well to initiate and develop their ideas, particularly during role play. They are developing their awareness of letter sounds and how to link sounds and letters. They regularly listen to whole group stories and share books spontaneously with adults. However, older or more able children have limited chances to take part in early writing activities which offer sufficient challenge or stimulation.

MATHEMATICAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children have regular opportunities to count and develop their understanding of numbers as labels. They are increasing their awareness of shape, position, size and quantity through meaningful activities. However, children have limited opportunities to solve simple mathematical problems or develop their knowledge of calculation. Older or more able children have few chances to take part in mathematical activities which offer them sufficient challenge.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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|------------|----------------|
| Judgement: | Generally Good |
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Children have stimulating, exciting opportunities to explore the local environment and find out more about the area in which they live. They enjoy designing and building, using a range of construction materials. They are developing their awareness of living things, observing patterns and change in nature. They are increasing their awareness of a variety of cultures and beliefs. However, children have limited chances to use information and communication technology to support their play.

PHYSICAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children move confidently and safely within the provision. They use a range of equipment, tools and materials safely, showing developing coordination and control. They are effectively increasing their understanding of healthy eating and good hygiene practices through the daily routine. However, older or more able children have limited opportunities to take part in activities to promote their gross motor skills which offer sufficient challenge.

CREATIVE DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children have regular chances to explore colour, texture, shape, form and space in two and three dimensions. They enjoy singing simple songs from memory and taking part in music sessions which involve playing a variety of musical instruments. Children enjoy initiating and developing their own imaginative ideas whilst engaged in role play. However, children have very limited opportunities to initiate, develop or extend their own creative ideas during planned art and craft design activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the programme for assessment, to ensure regular observations and assessments are undertaken on all the children. Use the information to plan for individual children's future learning
- improve the management and staff's procedures for monitoring and evaluating the effectiveness of the educational provision, to ensure planned activities are developmentally appropriate for younger children and offer sufficient challenge and stimulation for older or more able children
- evaluate activities involving art and craft design, to ensure the opportunities are child-centred and provide children with the chance to initiate and develop their own creative and imaginative ideas.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.