



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY243151

DfES Number: 580514

INSPECTION DETAILS

Inspection Date 18/10/2004
Inspector Name Julie Steeples

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Teddies Pre-School Ltd
Setting Address Ospringe Childrens Centre
Water Lane, Ospringe
Faversham
Kent
ME13 8TU

REGISTERED PROVIDER DETAILS

Name Teddies Pre-School Ltd

ORGANISATION DETAILS

Name Teddies Pre-School Ltd
Address Ospringe Childrens Centre
Water Lane, Ospringe
Faversham
Kent
ME13 8TU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Teddies Pre School opened in 1996 and moved to new premises in 2002. It operates from a single storey building in the grounds of Ospringe County Primary School in the Ospringe Children's Centre. There are two children's classrooms, kitchen, office, toilets and designated outside play area. The Pre School serves the local area.

The Pre School is registered for 36 children aged two to under five years. There are currently 53 children aged from two to under five years on roll. This includes 33 children in receipt of nursery education funding. Children attend for a variety of sessions. The pre school supports children who have special needs, and children who speak English as an additional language.

The group opens 5 days a week

(3 full days and 2 half days) during school term times. Sessions are from 09:30 - 12:00 and 13:00 - 15:30.

There are 8 full time staff working with the children. All have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The provision for nursery education at Teddies Pre-School is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. Progress in personal, social and emotional development; mathematical development; knowledge and understanding of the world; and creative development is very good.

The quality of teaching is generally good. Staff plan a very good range of well resourced activities which motivate the children to learn. Behaviour is very good and the children are well managed by a supportive staff who are good role models. Staff work closely as an effective team and they know the individual children well. Children learn to hear and link sounds to letters, but do not have sufficient opportunities to extend their knowledge and to develop independent writing. They recognise their names and enjoy stories, but the organisation of the book corner does not encourage the children to choose books to read spontaneously. Systems are in place to support children identified with special educational needs or for whom English is an additional language. Planning is thorough and is clearly linked to the stepping stones. Staff make regular observations and assessments of the children's learning which are used to inform future planning.

Leadership and management are generally good. The owner and staff have worked hard to develop a strong team who share responsibilities. The owner/manager is enthusiastic, committed and valued by all. At present there is no system to assess staff development.

Partnership with parents is generally good. This contributes to the children's progress. They are kept well informed of their children's development through informal discussions and a daily contact book, but receive little written information about the educational programme in the Foundation Stage.

What is being done well?

- Staff support children very well. There is very good interaction between staff and the children. Children's individual personalities and achievements are valued, and children learn personal independence. Children are made to feel good about themselves and as a result are happy and confident.
- Staff plan an interesting and stimulating programme of activities that encourage children to learn and progress in their learning
- Staff work very well together as a close team. They have a positive attitude towards training and continue to develop their professional knowledge. They show a commitment to the ongoing improvement of the educational provision.
- Staff have high expectations of the children and encourage them to behave well. They set achievable and realistic boundaries for the children and

encourage their understanding of right and wrong. Their calm manner sets a good standard which the children reflect.

What needs to be improved?

- the organisation of the book corner to maximise its use by the children
- opportunities for children to develop independent 'writing' for a variety of purposes, for example, by compiling lists in the home corner
- systems to assess staff development
- information given to parents about the early learning goals of the Foundation Stage Curriculum

What has improved since the last inspection?

The Pre-School has made generally good progress since the last inspection.

The setting was asked to provide opportunities to develop climbing skills. The group has moved premises since the last inspection and the children now have access to a grassed and paved outdoor area. Unfortunately the most suitable site for situating a climbing frame is on a slope. But plans are under way to level the incline to allow a new climbing frame to be used there in safety in conjunction with mats. A 'climbing box' is used regularly by the children, and obstacle courses are set up to promote physical development.

The other issue required members of staff to obtain up-to-date knowledge of the 1994 code of practice on the identification and assessment of Special Educational Needs. Very good progress has been made. Training has been undertaken and a designated SENCO liaises with professionals and all staff members to co-ordinate the provision for children with Special Educational Needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and motivated to learn. They create good relationships with both adults and children. They play co-operatively, sharing and taking turns, and are considerate and polite to other children. Children have good opportunities to develop self-help skills, for example, by clearing away after snack times. They can concentrate and persevere with chosen activities for extended periods. Behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly, communicating their views and experiences well, and listening to other children's ideas. They confidently engage in conversations with both adults and friends. They recognise their names and are beginning to link sounds and letters. They listen attentively to stories, but the organisation of the book corner means they do not spontaneously choose and enjoy their own books to read. There are missed opportunities to attempt 'writing' for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to ten and beyond. Through daily routines, such as registration and snack time, children have consistent opportunities to recognise numbers and to be aware of simple ideas of addition and subtraction. They are able to recognise and re-create simple patterns using beads, and they explore volume and capacity when pouring salt into containers of different size. They use a wide range of resources effectively to recognise shapes, colours and sizes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The outdoor area is well used to stimulate interest in the natural world. Children discuss the bonfire made from leaves gathered from the allotment, and plant crocuses to flower in the Spring. They observe the weather daily and discuss nocturnal animals. They design and construct with a wide variety of resources, both independently and in small groups. They have good opportunities to learn about the cultures and traditions of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently with co-ordination and in safety, jumping onto mats, and balancing on and crawling along beams. They recognise the importance of staying healthy through daily discussions of the delicious fruit selection available at snack times. They handle small tools - including scissors, cutters, and nuts and bolts - with dexterity. Movement sessions and musical games help to develop control and spatial awareness. They have limited opportunities to extend their climbing skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to express their ideas confidently through music, language, movement and art. They experiment with applying paint in different ways, and develop their imaginations acting out scenarios in a well resourced Home Corner. They enjoy singing and matching movements to a wide repertoire of songs. They have planned opportunities to use different musical instruments to accompany their songs. They use their imaginations enthusiastically while matching movements to music.

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

- review the organisation of the book corner to maximise its use by the children
- implement a staff appraisal system so staff can build upon the present good practice and skills to support and extend children's learning
- provide parents with information about the educational programme in the Foundation Stage
- extend opportunities for children to develop independent writing for a purpose.

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.