



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 200788

DfES Number: 583725

INSPECTION DETAILS

Inspection Date	15/10/2004
Inspector Name	Anne Felicity Taylor

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Teddy Bear Corner
Setting Address	Seggs Lane Alcester Warwickshire B49 5HJ

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Jennifer Blundell
------	-----------------------------

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

Teddy Bear Corner nursery opened in 1996. It operates from five rooms in a converted detached property in the market town of Alcester in Warwickshire. The nursery mainly serves working parents from the surrounding area.

There are currently 84 children from 0 to 8 years on roll. This includes 16 funded three-year olds and 2 funded four- year-olds. Children attend for a variety of sessions including, before and after school, and holiday care. The setting supports children with special needs and is able to support children who speak English as an additional language.

The nursery opens five days a week all year round. Opening times are from 07:30 to 18:00.

Eight full time and eleven part time staff work with the children. More than half the staff have, or are working towards appropriate early years qualifications to NVQ 2 and 3. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP). The children learn through play and Forest School activities are offered regularly to the children.

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

How effective is the nursery education?

Teddy Bear Corner offers generally good nursery education for three and four-year-old children, with some very good aspects. The setting has a welcoming atmosphere, where children enjoy learning through a wide range of interesting activities. Parents staff and children have strong relationships, helping children make generally good progress through the stepping stones towards the early learning goals.

Staff complete a variety of training and most staff have a secure knowledge of the foundation stage; teaching is generally good. Staff are involved in planning, which is clear and includes staff deployment and adaptations for individual children. Some opportunities to introduce counting and simple sums and linking sounds to letters are missed in general routines and organised activities. Children behave well in response to the high expectations and sensitive support of staff. Children are not making good use of the well-resourced book area. Opportunities at Forest School has enabled children to make good progress in developing independence skills, making choices and expressing creative ideas; in the classroom these opportunities are limited.

Leadership and management of the setting is generally good. Staff are clear about their roles and responsibilities, and work well as a team. Observations and assessments are on-going, monitoring well the progress the children are making and informing future planning. Good procedures are in place to ensure that the needs of children with special educational needs, and the needs of children with English as an additional language are met.

Partnership with parents is very good. Parents receive comprehensive information about the setting. The effective key worker system ensures that parents have easy access to staff, and all information about a child's progress is shared. Parents are well informed about the themes and activities in the setting, and are enthusiastic in supporting their children's learning.

What is being done well?

- Staff create a secure and friendly environment with strong relationships between parents staff and children. Children settle quickly to the activities set out, to learn and have fun; they are very comfortable with the daily routine.
- Children value and really enjoy their regular visits to a local wood for Forest School. The programmes for personal, social and emotional development, knowledge and understanding of the world and physical development are very good, enhanced by the outdoor learning and activities. Children's confidence is increased and they learn to be aware and considerate to others and have lots of fun.

- Children listen well at group story time and in response to recorded instructions for music and movement. They practice enthusiastically the 'dino dance' for their dinosaur party.
- Parents appreciate the information they receive about themes and projects at the nursery and the easy access they have to their child's key worker to monitor progress and achievements.

What needs to be improved?

- the organisation of the pre-school room to encourage independent learning and choice, including regular access to well-resourced role play;
- the comfort of the book area and the display of the books, to encourage independent use and enjoyment;
- the strategies to ensure that all staff working with three and four-year-old children have a sound understanding of the early learning goals to encourage effective learning in all activities.

What has improved since the last inspection?

At the last inspection the setting was asked to:

continue to develop the quality learning environment which provides children with a wide range of opportunities to become independent learners and which is consistent with the key principles of the Foundation Stage;

continue to develop opportunities for children to express their own ideas in creative activities.

Generally good progress has been made with both key issues; elements of both issues are reflected in the key issues from this inspection. The many very good learning opportunities children are offered in Forest School enables them to become independent learners and enables children to express themselves in creative activities outdoors. However, in the pre-school room environment many activities are adult lead with staff choosing all materials and the ability of children to make choices and express their own ideas is limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Personal, social and emotional development is a very good aspect of the children's learning. Relationships between staff, parents and children are very strong, creating an environment where children settle quickly and behave well. Children are becoming more confident speaking in a group, and are encouraged to listen to others. They concentrate very well, working alone or in small groups and are learning to take turns well. They are gaining an awareness of their own needs and feelings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Talking and listening are a high priority, and children are becoming good listeners. They enjoy group story time, 'Duck in the Truck' and join in parts of the rhyming story enthusiastically. Interesting small world play and good staff intervention encourages the extension of vocabulary, e.g. building a car track. Opportunities to link sounds to letters in planned and routine activities are limited. Children are making generally good progress in reading their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are offered a good variety of activities to measure and estimate including cookery and sand play sessions. Challenging opportunities to compare size and shape are offered and children persevere and achieve well. There are some displays of numbers and most children are counting reliably to seven, and four-year-old children are recognising numbers to 10. Opportunities are missed for the use of mathematical and positional language in routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children are given many very good opportunities to investigate and explore natural and man-made objects, including close observation of the seasons and change in the Forest School wood. They enjoy building dens, collecting wood and listening to natural sounds. Children use a variety of tools and materials for building and construction. There are regular opportunities to improve skills at the computer. Very good opportunities are offered to develop an understanding of different cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children enjoy indoor and outdoor physical activity, move confidently and participate enthusiastically in circle games and music and movement. A varied plan of interesting outdoor activities enables children to improve skills in bicycle riding and ball play. Forest School offers challenging climbing and balancing opportunities. Children progress well using outdoor tools and equipment with care. They learn well about health and well being, through themes and projects and general conversations.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children use their imaginations well when free painting and dressing the 'babies'. Opportunities for well-resourced and organised role-play are limited. They enjoy singing familiar rhymes and songs, 'Walking Through the Jungle', and music and movement sessions. There are many worthwhile activities to develop senses and explore texture and change, including cookery, corn flour 'gloop', wood and clay. Children respond well to all the exciting experiences to listen, touch and smell in the wood.

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 pre-school room to encourage independent learning and choice, including regular access to well-resourced role play;
- improve the comfort of the book area and the display of the books, to encourage independent use and enjoyment;
- introduce strategies to ensure that all staff working with three and four-year-old children have a sound understanding of the early learning goals to encourage effective learning in all activities.

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.