



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 200790

DfES Number: 581652

### INSPECTION DETAILS

Inspection Date	30/04/2004
Inspector Name	Sharon Waterfall

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	TEDDYBEARS PRE-SCHOOL
Setting Address	TEDDY BEARS PRE-SCHOOL WESLEYAN REFORM CHURCH HEATH END ROAD NUNEATON CV10 7HG

### REGISTERED PROVIDER DETAILS

Name	Mrs Diane Hutchinson
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## 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 Bears Pre-School has been registered since 1983. It operates from a church hall in Nuneaton. The pre-school group have access to one large playroom and additional side rooms adjoining the main room; an outdoor play area; a kitchen; toilets and a reception area. The pre-school mainly serves the local area, however, some children travel from further a field.

The pre-school is in receipt of government funding for three and four-year-olds. There are 21 funded three year olds and 24 funded 4 year olds currently on roll. The setting supports children with special educational needs, and who speak English as an additional language. The children attend all or a variety of sessions during the five mornings of each week, from 09:15 to 11:45 and one afternoon each week from 12:30 to 15:00, during school term time only.

Seven employed members of staff work with the children. Half the staff have Early Years qualifications to level 3 and half of the others are currently working towards a recognised Early Years qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Teddy Bears Pre-School offers a standard of education where children make generally good progress towards the early learning goals. Very good progress is made in personal, social and emotional and physical development, though other areas require development such as staff's questioning skills and children's independent learning.

Teaching is generally good; staff demonstrated that they have knowledge of the foundation stage and supporting stepping-stones, the activities are planned within all six areas of learning. Staff assess children's progress within a specific area of the curriculum and through family groups, this information is then used to inform the planning for children's next steps in learning in the short-term plans. These are used to identify and support children with special educational needs and those with English as a second language. Behaviour management is generally positive, but the level of noise within the setting impacts on both children's responses to staff and their concentration within larger group activities. This links into communication, language and literacy, as children are limited in the use of listening skills and being aware of the speaker during conversations.

Leadership and management are generally good. There is an effective management structure in place, though many systems that monitor and evaluate the provision are very informal. Emphasis is placed on training opportunities to encourage staff to develop their skills. All staff are involved within the planning and have specific responsibilities in certain areas. The staff group is consistent and they work well together as a team.

Partnership with parents is very good. Clear information about the setting and the curriculum is available, as are regular opportunities to discuss children's progress through informal discussions and planned parent's evening. They are fully involved with their children's learning.

### What is being done well?

- The staff work well as a team to provide a wide range of activities that encompass all areas of learning, which are interesting and enjoyable for the children.
- Staff are dedicated to developing their own practice through training, both relevant qualifications and short-term courses.
- The children are developing their understanding of social concepts, they co-operate together when tidying away and getting the snack bar ready. They have learnt to take turns during activities and wait for turns for snack time.
- The children have good control of their bodies for movement activities such as dance and drama. They negotiate space well and have developed their

balance and climbing skills.

#### **What needs to be improved?**

- the involvement of children within activities, to aid extension and independence of learning, particularly ownership of creative activities
- the effectiveness of methods to gain children's attention in large and small groups and developing their listening skills to promote concentration
- the staff's questioning skills, to aid children's independent thought and reasoning skills.

#### **What has improved since the last inspection?**

Since the last inspection the group have made very good progress in the key issues set:

Provide more opportunities for imaginative movement in the programme for physical development, using dance and drama activities. The staff have ensured that drama and imaginative movement are planned into physical development. Children enjoy the opportunities to pretend to be snowflakes, growing plants and bugs to taped music and songs. Ribbons are used as props to aid rhythmic movement and drama is used when acting out stories such as Goldilocks and the three bears.

Provide more opportunities for children to explore sound and to respond to what they hear and make more use of musical instruments. In creative development a greater emphasis needs to be placed on children's' imaginative artwork. The children have a greater use of musical instruments both within planned activities and free play. They enjoy playing along to familiar songs and making individual shakers. A system based on a European idea has been implemented to ensure children use their imaginations within craft activities.

Provide parents with information about the desirable learning outcomes through the prospectus. Since that inspection the Foundation stage and Early learning Goals have been introduced and the prospectus explains each of the six areas of learning to parents. Planning is displayed for parents to see and parents are provided with information about the forthcoming topic and ideas for activities.

Consolidate planned changes to staff's assessment procedure over the coming year. Make increased use of the outcomes of assessments to select and plan future topics and activities. Many changes have been implemented within the planning and assessment systems. The groups' planning is in line with the six areas of learning and stepping-stones. Family groups provide assessment and feeds into short-term plans.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are becoming independent in their personal care and are able to make their needs known. They are learning to care for their environment, looking after animals and respecting the needs of others. The children can concentrate for short periods of time within groups, particularly if engaged with equipment such as puppets, which they enjoy. They co-operate and are learning to work together and understand the rules for working in groups such as turn taking and waiting.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident within their mark making, the four year olds are keen to write their names, with many children recognising them and learning initial letter sounds. As they develop sign language skills, they learn that language is not only spoken. In one to one situations the children are using skills for conversation but within larger groups the noise levels and behaviour limits their listening abilities. A scheme aids the children in enjoying books, stories and characters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children are becoming familiar with a range of mathematical language and concepts, which they are beginning to use effectively to problem solve through the many practical activities provided. Older children can count and recognise numerals to 10, though within some activities their ability to extend learning and be involved are limited. They explore and recreate pattern through creative activities and comparisons of everyday objects reinforce the understanding of same and different.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are aware of the concepts of time; they discuss past and present events in their own and families lives. The topics on growth and lifecycles reinforce this learning and aid children's curiosity to explore how things work and grow. Children also investigate changes in the environment and are beginning to understand other cultures and ways of life. Construction is used to build and join, though children's experiences of designing and making can be limited.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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The children move confidently and show control of their bodies. They use their imagination through music and movement, drama and action rhymes. Their spatial awareness is developed as they move around the indoor and outdoor environments; confidence on large and small equipment increases co-ordination, balance and climbing abilities. Fine motor skills are being developed through regular activities such as cutting, sticking and playing with dough, which the children manipulate and explore.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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The children are able to confidently explore a range of materials and mediums. They recognise shades of colour and are experiencing joining materials to make or represent items in two and three-dimensional shapes. Activities such as making instruments, listening to tapes and singing nursery rhymes encourage the children to explore new and familiar sounds. The ability of older children to express their own ideas and imagination are not fully extended as some activities are over directed.

**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

- Improve children's opportunities to become independent learners through being involved in activities, and to provide ownership of activities particularly in creative development.
- Devise more effective ways of gaining children's attention when in large and small groups and developing their listening skills to improve concentration.
- Develop staff's skills in questioning children's individual thoughts, opinions and ways in which children can express these 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.*