



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 208264

DfES Number: 520009

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Jane Elizabeth Roberts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Teagues Bridge Pre-School
Setting Address c/o Teagues Bridge School
Teagues Crescent, Trench
Telford
Shropshire
TF2 6RE

REGISTERED PROVIDER DETAILS

Name The Committee of Teagues Bridge Pre-School 1023004

ORGANISATION DETAILS

Name Teagues Bridge Pre-School
Address Teagues Bridge CP School
Teagues Crescent
Trench, Telford
TF2 6RE

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

Teagues Bridge Pre-School opened under this name in 1996, although it was previously known as Wormbridge Pre-School since 1977. It operates from a demountable building within Teagues Bridge Primary School, Trench, which is a suburb of Telford. It serves the local area.

There are currently 46 children from 2 to 5 years on roll. This includes 26 funded 3-year-olds and 10 funded 4-year-olds. Children attend for a variety of sessions. The setting can support a number of children with special needs, and who speak English as an additional language.

The pre-school opens five days a week during school term time. Sessions are from 08:50 until 11:30 and 12:30 to 15:00.

There are four full time and two part time staff who work with the children. They all have early years qualifications to NVQ level 2 and 3. The setting receives support from an early years consultant from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Teagues Bridge Pre-School provides good care for children. Staff are well qualified and experienced and work well as a team. They demonstrate a strong commitment to the children, providing all areas of the setting with a wide range of activities and learning experiences. The operational plan is effective with a comprehensive range of policies and procedures. It is recommended management continue to develop and review the setting's documentation. Children and parents are provided with a warm welcome. Each room provides an extensive range of interesting and stimulating resources especially for younger children, with older children encouraged to independently select toys and activities.

Staff have a good awareness of health and safety and take all reasonable steps to ensure the children's safety. Effective hygiene procedures are in place throughout

and if a child becomes ill they are well cared for. Children enjoy well organised, sociable snack times with an emphasis on healthy eating. Staff have a good awareness of child protection procedures. Equality of opportunity is promoted very well throughout the setting.

Activities are well organised to meet development needs and interests of all children. Staff consistently and positively interact with all children to encourage their interest, independence and learning. Children's behaviour is managed effectively and staff work with parents to ensure consistency. Staff have a good awareness that some children have special needs and some speak English as an additional language. They can work closely with parents to take appropriate action.

There are good partnerships with parents. Staff work closely with parents and there are opportunities to discuss their child's progress. There is a range of written information about the setting for parents and it is recommended that management continue to develop the additional information for parents about the setting and children. Parents actively support the staff and setting.

What has improved since the last inspection?

The pre-school has made good progress settling into the demountable within the grounds of the local primary school. New staff and committee have worked hard to organise resources and room lay-out. New written planning is effective and children show confidence and independence within the security of an established routine. The committee show a strong commitment to the staff and parents.

What is being done well?

- Children have access to a wide range of interesting and stimulating activities and toys which enable them to develop in all areas of learning. They have many opportunities to make decisions, explore and investigate in both planned and unplanned activities. There is an extensive range of resources, which help create an accessible and stimulating environment where children are encouraged to be independent and can self-select activities.
- Staff organise the lay-out of the premises very well to provide a welcoming and friendly environment for both children and parents.
- Staff are aware of the children's dietary needs and these are sensitively catered for in accordance with parents wishes. Children are encouraged to eat healthy with well organised snack times which are social and enjoyable for the children.
- Children are valued and respected. They are treated with equal concern and equality of opportunity is promoted for all children, for example children are able to explore how people help each other and to know about their local community.
- There are effective, positive and consistent ways for dealing with children's behaviour. These include setting boundaries, using praise rather than criticism, talking to the children about their behaviour or distracting them.

These strategies are shared with parents. Children are given responsibility which encourages good behaviour. Children respond very well when being asked to share and take turns.

- Parents are kept fully informed about their children's routine and activities. Staff deal promptly with parental concerns so that any difficulties do not become obstacles to good relationships. Parents are welcome and enjoy joining the children sessions.

What needs to be improved?

- the continuing development of the additional information for parents about the setting and children
- the continuing development and reviewing of the documentation, policies and procedures for the setting.

Outcome of the inspection

Good

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

Std	Recommendation
12	Continue to develop the additional information for parents about the setting and children.
14	Continue to develop and review the documentation, policies and procedures for the setting.

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

How effective is the nursery education?

The nursery education is very good. All children are making very good progress towards the early learning goals in all six areas of learning.

Teaching is very good. Staff have a clear understanding of the stepping stones and early learning goals. Recent changes to the planning have resulted in well organised weekly planning which includes activities to extend and challenge children's learning. Planning is evaluated and informative with children's groupings and individual needs included. Assessment is used effectively to record children's developmental progress; this is used to inform the weekly planning. Children with special educational needs and those with English as an additional language can be supported appropriately. All children behave well in response to the sensitive support of staff. There is a wide range of resources and activities covering all six areas of learning within planned and unplanned activities which are well organised.

Leadership and management are very good. There is effective team work. The management and committee identify weaknesses within the setting and take appropriate action to address them, for example they are working together to provide a separate outside play area. Staff feel valued and are involved in the monitoring and evaluation of the nursery education with individual staff having specific roles.

Partnership with parents is very good. Parents are valued and enjoy having the opportunity to be involved in the sessions and the management through the committee. Staff keep parents well informed about their child's progress through regular meetings. Parents receive regular information regarding daily activities, childcare and news about the setting. The development of the information for parents about the Foundation Stage stepping stones and early learning goals is a point for consideration for the setting.

What is being done well?

- Staff provide many opportunities for children to gain confidence and be motivated to learn. Older children are developing personal independence skills very well and are able to show younger children consideration and understanding. Children are proud to be the special helper for the day and acts of kindness are recognised on the 'kindness tree'.
- There are many opportunities for all children to enjoy books for pleasure, for example they manage their 'library' and share their books at home with their family. Staff help children make their own alphabet books and children confidently join in the stories at circle time and initiate singing their favourite songs.
- Children confidently use numbers within their activities and imaginative play. Staff provide stimulating resources to extend and challenge children's use of

numbers, for example in the imaginative play area there is always a till and calculator with number cards for children to use as tickets or receipts.

- Children have many opportunities to talk about the past and future events at circle time and are encouraged to bring things from home to talk about. The resources help children to explore and investigate the world around them, they have opportunities to observe living things and to comment on them. Children meet people within the community and they have opportunities to understand how people help them and to explore other cultures.
- Staff talk to the children about a healthy life style and diet and snack time is used to encourage children to eat healthy foods and develop independence by asking parents to provide their child's food. Pre-school and school work together to provide the children with a wide range of physical activities which include the use of the school hall.
- There are well planned comprehensive music and movement programmes which encourage children to move confidently and show increasing awareness of space and others around them. There is a good range of malleable materials for children to use.

What needs to be improved?

- the continuing development of information for parents relating to the Foundation Stage stepping stones and early learning goals.

What has improved since the last inspection?

The pre-school has made good progress addressing the issues which were raised at the last inspection. The setting was asked to develop short-term planning to provide closer links with the desirable learning outcomes and to improve assessing the children's progress. Also to improve children's opportunities to use technology to support their learning and to explore the features of living things.

Planning is now effective and short term planning clearly identifies the Foundation Stage stepping stones and early learning goals. Short term planning also includes extending and challenging children's learning through a varying range of activities. Children's development records are informative and used to inform weekly planning of activities. These records are regularly shared with parents who appreciate being kept well informed about their child's progress.

There are daily opportunities for children to use simple computer programmes and the majority of children are progressing skilfully in using a computer mouse. Children also have many opportunities to observe living things and to talk about them. For example, children care for their goldfish and there is a wormery which children are able to observe and comment on. Children plant seeds and observe and comment on their growth. They also observe the life cycle of butterflies and regularly go on nature walks.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are confident, interested and motivated to learn. Self-esteem is built up by staff who are sensitive to their needs. Older children are developing personal independence skills very well. Children behave well, are able to take turns and share and are aware of the boundaries set. They help with tasks and older children respect the needs of younger children. Most children are able to work independently and older children are able to initiate activities which interest them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to stories well and are able to relate experiences in their own lives. They recount their favourite stories and initiate singing rhymes and songs with increasing confidence. Most children link sounds to letters, recognise their names and understand marks have meanings. They are attempting to write for a variety of purposes and older children are beginning to write and draw as a means of communication.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to learn about numbers through a range of planned and spontaneous activities. Most children use and understand numbers up to 10 and more able children can use up to 20 in everyday activities, for example identifying quantity on a measuring jug. Children show interest in number problems during imaginative play, they use a cash till and give change confidently. All are beginning to reliably recognise shapes, size and quantity and relate them to everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are becoming aware of time, can identify events in the future and can recall the past well. They talk about their lives and are developing a sense of community and the world around them. There are opportunities for them to talk about animals and living things. They investigate and explore, can comment on change through planned and unplanned activities and show increasing skills using simple computer programmes.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing a good awareness of a healthy life style and diet. All children are developing confidence when moving in different directions. They have good spatial awareness within a comprehensive physical development programme and spontaneous play opportunities both indoors and outdoors. All children use a wide range of tools and malleable materials with increasing skills. Four year olds show good control of small tools such as pencils, scissors and paint brushes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy singing, can remember songs and initiate singing them. They have opportunities to express themselves through music and movement. All children talk imaginatively about their experiences and older children present their ideas through role-play and their art work. Children explore shape and texture and competently create three-dimensional objects. Children draw and paint with increasing control to communicate their ideas.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Continue to develop information for parents relating to the Foundation Stage stepping stones and early learning goals.

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.