



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 119511

INSPECTION DETAILS

Inspection Date	20/05/2003
Inspector Name	Suzanne Joyce Stedman

SETTING DETAILS

Setting Name	Ready Teddy Go Playgroup
Setting Address	Thorpedene Community Hall SHOEBURY Essex SS3 9NW

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Lorraine Cardy
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Ready Teddy Go Pre-School opened in September 1984. It operates from a hall and foyer in a community centre in Shoeburyness. The pre-school serves the local area. The pre-school is registered to provide places for twenty six children aged between 2 and 5 years. There are currently fifty four children on roll. This includes twenty funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. A small number of children have special needs and the group supports 6 children who speak English as an additional language. The group opens 5 mornings and 2 afternoons a week during term times. Sessions are from 9.00am - 11.45am and 12.25pm - 2.55 pm. 8 part time staff work with the children. 6 have early years qualifications, 4 are currently on training programmes. The setting receives support from the EYDCP and are currently applying for PSLA accreditation.
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How good is the Day Care?

Ready Teddy Go Pre-School provides good quality care for children. Staff welcome children, parents and carers to a safe and secure environment. They use the space available to them effectively and use equipment and resources to support learning themes. The outside space is used daily giving the children opportunities to experience changes in the weather, wildlife and nature. Staff are continually attending training courses enabling them to provide quality care for children in the group. The group keep all required records, policies and procedure in written form, all of which are available to the parents and carers. Staff give high priority to ensuring that children with special needs are integrated into the group. The well being of the children is paramount. Staff encourage good hygiene practices. Children are provided with healthy nutritious snacks and drinks are available throughout the session. Staff are aware of and respect children's different customs; resources are provided to reflect positive images of people's differences. Staff provide an interesting and stimulating range of activities. Outings relating to current themes extend children's learning opportunities. Children benefit from the way staff encourage the development of language skills. Specific activities are planned to support individual needs. Children learn about good behaviour through positive reinforcement and encouragement. There is a strong emphasis on equal opportunities in the group and all children are encouraged to take part in activities regardless of gender, disability or culture. Staff support children with special needs and have been on relevant specialist courses. Staff work together with parents and carers to ensure that children settle well and that their needs are met.

What has improved since the last inspection?

There were no actions raised at the last inspection.

What is being done well?

Equal opportunities are paramount in this group. Staff ensure resources provided are suitable for all the children in the group. Colour contrasting and signing are used to support individual needs. (Standard 9) Good hygiene is promoted; children are encouraged to wash their hands after toileting, before and after snacks and tables are wiped down with antibacterial spray. All staff have a current first aid certificate and policies and procedures are available to staff and parents. (Standard 7) Healthy nutritious snacks are provided and snack time is used as a learning experience. Children and staff talk about how fruit grows and the countries it comes from. (Standard 8) Staff use positive reinforcement. Parents are asked to sign agreement with the policy for behaviour management. Individuals are sensitively supported and encouraged to learn appropriate behaviour. (Standard 11) All staff are aware of their responsibilities if concerned for a child's welfare and have attended training. (Standard 13)

What needs to be improved?

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Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

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

Std	Recommendation
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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.