

Teddy's Learning Centre

Inspection report for early years provision

Unique reference number	EY347366
Inspection date	30/11/2010
Inspector	Lorraine Sparey

Setting address	Freemantle Hall, Somerset Road, Boscombe, Bournemouth, Dorset, BH7 6JJ
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Teddy's Learning Centre has been registered since 2007. It operates from the Children's Centre in the converted Freemantle Hall in Boscombe. There is a fully enclosed garden for outdoor play. The setting offers: crèche facilities for children whose parents attend adult learning classes and support groups; nursery education for children in the early years age group during term times; and out of school care for school age children during the school holidays.

The crèche is open Monday and Wednesday and preschool sessions Monday to Thursday from 9am to 3pm and a fun session on Fridays during term times. Holiday scheme sessions vary during school holidays. The setting supports children for whom English is an additional language and children who have special educational needs and/or disabilities.

The setting is registered on the early years register and both the compulsory and voluntary parts of the childcare register. There are currently 58 children on roll; of these, 17 are in receipt of nursery funding. The setting employs four permanent staff, all of whom hold an early year's qualification. In addition there is a children's centre manager and family support workers. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and motivated in their learning. They engage in a wide range of activities and play opportunities, independently using the broad range of good quality equipment available. Key staff know the children's individual needs well. Very close liaison with parents and carers ensure that children's individual requirements are effectively met. As a result the majority children are making good progress in all areas of their learning. The management and staff are committed to continually improving the provision. Staff have worked hard addressing the previous recommendations and improving outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that staff consistently maximise learning opportunities with all children throughout the sessions
- ensure that all staff deal with any behavioural incidents swiftly to promote children's understanding of acceptable behaviour.

The effectiveness of leadership and management of the early years provision

Staff demonstrate secure knowledge in all aspects of safeguarding children. They know and understand their roles and the setting's policies and procedures, ensuring that any concerns are effectively dealt with quickly. Regular and ongoing risk assessments maintain the safety of the environment. Highly effective security systems mean that only authorised people can enter the building and keypad entry systems to the play rooms ensures children are safe. All of these procedures result in children being safeguarded from harm and neglect. Rigorous and robust recruitment and vetting procedures ensure that adults working with the children are suitable to do so. The setting is currently using relief staff to support the permanent staff. The manager recognises this is impacting on some aspects within the provision and is working to address this; for example, by using the same relief staff to provide continuity for the children and families.

There are effective procedures in place to monitor and evaluate the whole provision; parents and carers are a key element in this process. Their views are actively sought through various methods such as pictorial questionnaires and informal and formal discussions with key staff within the centre. The manager is enthusiastic and very committed to ensuring that the setting provides high-quality care and education. Staff are involved in completing the Bournemouth Quality Standards scheme, which will enable them to critically evaluate all aspects of their provision. Regular meetings with other early year providers allows good opportunities to discuss high quality practice. All staff are actively encouraged to attend training both in-house and through their local authority. Key staff have a realistic view of the provisions strengths and areas they would like to develop; for example, they recognise the outside area provides good opportunities for children to develop their learning but that access is limited to specific times and staff are considering how to extend this, to enable children to move freely between the indoor and outdoor areas.

The space within the play rooms is generally used effectively to meet the needs of children. The play rooms are separated into various learning areas with the children sitting together at various times during the day, such as mealtimes and story time. However, the area currently used for creative activities and mealtimes does not fully support children's ability to sit comfortably. Children are encouraged to freely access resources from low-level storage containers to promote their independence and choices in their play. Children are confident to request additional help from staff to support them; however, at times some staff do not maximise opportunities to fully enhance children's learning. Although they are deployed to meet the required ratios, they do not always notice when children are not sufficiently challenged; this results in children becoming disruptive. Children with additional needs are well supported within the setting. If appropriate, additional staffing is provided to ensure that children's individual needs are met to enable them to reach their full potential.

Highly positive and effective partnerships are fostered with parents and carers. Staff closely liaise with parents and provide high levels of support to ensure that

the transition from home to the setting runs smoothly. Parents are encouraged to be involved in all aspects of the provision and share their skills; for example, a parent visits to read stories in their home language enabling all children to develop an awareness of the wider world. Parents report that their children are making good progress and they are very happy with the care and education provided. Parents state that their children really enjoy attending the setting and in the holidays ask if they can go to their preschool. They value being able to access their children's learning records at any time and feel confident to discuss any aspect of the provision with the staff and management. The setting has implemented systems to share information with other early years professionals and settings. They recognise the benefits of good communication to ensure a cohesive approach to children's learning.

The quality and standards of the early years provision and outcomes for children

Children are confident and clearly enjoy their time in the setting. They are motivated in their learning and quickly settle into activities of their choice. Staff provide a balance of adult led activities and child initiated play. Staff use open-ended questioning to encourage children's problem-solving and language; for example, during a cooking activity children are encouraged to talk about the ingredients and use the scales to weigh them. Children also benefit from staff talking about safety issues during the activity. A member of staff asks the children how they are going to cook the cakes. The children respond by talking about putting them in the oven. This leads to a discussion about who can use the oven and the children immediately say 'an adult'. Children enjoy developing their own ideas. Several children competently pedal bikes around the outside area. Another child joins in their play using a hoop to create a barrier telling them 'there's a fire you need to wait. The fire engines coming to put out the fire and then you can move'. Children chat to each other while they are waiting in the traffic jam. At other times the children work together using equipment, such as a large spinning top, taking turns sitting inside while another child pushes them.

Children enjoy books and listening to stories. They confidently join in with aspects of the story they are familiar with and independently sit looking at books. Children gain a strong sense of belonging to the setting because they can display their creative achievements. Their photographs are on their drawers and coat hooks promoting their independence. Children self-register putting their name on the board. The environment is very child friendly with lots of photographs of the children involved in various activities. A child delights in showing the visiting adult their learning journey. They talk about what they are doing in the photographs and about their friends. Children have good opportunities to explore and investigate using the computer and digital cameras. Children show fascination as they take photographs of each other and enjoy viewing them. Children delight in using a program on the camera which alters the shape of their faces. Staff demonstrate good knowledge of the Early Years Foundation Stage framework and how young children learn. They complete regular observations and assessments of children's progress, which they use to plan the next steps.

However, some of these are inconsistent so children are not always sufficiently challenged.

Children learn about healthy lifestyles through various activities, such as talking about germs while cooking. They know when and why they wash their hands. Children have good opportunities to exercise in the fresh air in the well resourced outdoor area. Wet weather suits are provided enabling children to access the area in the cold and wet weather. Children's behaviour is generally good given their age and stage of development. They understand the simple golden rules, such as being kind to each other and using walking feet when inside. When children do forget staff gently remind them, however, at times staff do not always notice when issues are arising and as a result children's behaviour can deteriorate. The setting has good resources to promote children's awareness of the difference between right and wrong. They have several stories which reinforce being kind to others and sharing the toys. In addition when children demonstrate good behaviour they are rewarded with a flower which they can take home. Staff recently introduced an emotions board and puppet family to support the children in recognising their differing feelings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met