

Teddies Pre-School Ltd

Inspection report for early years provision

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EY243151

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Inspector

Liz Caluori

Setting address

Mary Dean Centre, Water Lane Ospringe, Faversham, Kent,
ME13 8TU

Telephone number

07974 261685

Email

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

Teddies Pre-School opened in 1996 and moved to its current premises in 2002. It operates from a single storey building in the grounds of Ospringe County Primary School in the Mary Dean Centre. There are two children's group rooms, kitchen, office, toilets and designated outside play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time and there are currently 49 children on roll attending a variety of sessions throughout the week. The pre-school is open each weekday from 9.30am to 12pm with afternoon sessions from 1pm to 3.30pm Monday to Thursday. From January to July the Tuesday afternoon session is referred to as 'Super Teds' and is aimed at supporting the older children to prepare for their transitions to school. Friday afternoons are used for staff meetings and to prepare and plan future sessions.

The pre-school is able to support children with special educational needs and/or disabilities and as well as those who speak English as an additional language.

The pre-school employs eight members of staff with a minimum of four present each session. Of these, five hold appropriate early years qualifications and two are working towards a qualification. The pre-school receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well in the safe, caring and attractively presented environment and enjoy a broad range of activities aimed at promoting all areas of their development. The organisation of the provision is generally effective at meeting children's needs although there are some areas in which adults provide slightly too much direction. The strong commitment to ongoing evaluation enables the management and staff team to identify the strengths and weaknesses of the service and to make improvements to meet the needs of the children and their families. Effective communication and information sharing with parents, carers and other professionals ensures that children's care is consistent and coordinated.

What steps need to be taken to improve provision further?

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

- improve the organisation of the session to allow more time for freely chosen play and to encourage children to explore and investigate the resources

- independently
- increase the support for children to express themselves creatively by reducing the amount of adult of input for some of the activities aimed at producing a gift or display
- extend further the systems for monitoring children's development to more clearly indicate the rate that they are progressing and to identify any gaps in achievement.

The effectiveness of leadership and management of the early years provision

Security within the pre-school is extremely good with a video entry system on the main gate and a member of staff to greet each visitor as they enter the building. Parents and carers are very supportive ensuring that they do not enter until individually buzzed in. Risk assessments are undertaken to identify any potential hazards around the provision and daily safety checks take place. One member of staff takes lead responsibility for coordinating child protection work and has attended advanced training to support her in this role.

The manager and staff work effectively together creating a harmonious environment for the children. A strong commitment to training and self evaluation supports the team to identify the strengths and weakness of the provision and to prioritise areas for improvement. The systems for observing and assessing children's progress and planning for their next steps are currently being reviewed. These are generally effective at supporting staff to ensure that children are achieving well. However, they have yet to be extended to give a clear picture of the rate at which children are progressing or to provide an overview of the group as a whole in order to identify any gaps in achievement.

Children are provided with an impressive range of toys and resources which are aimed at promoting all areas of their development. These are well maintained and attractively presented. There is also an extremely inviting and imaginatively landscaped outdoor play area which is very popular with the children. However, the pre-school has yet to successfully implement an arrangement to allow them to flow between the indoor and outdoor areas. Overall there is a tendency for the organisation of each session to be somewhat adult lead. There are periods when the amount of time spent organising children into whole group activities or adult initiated activities limits the amount of time they have to enjoy freely chosen, child initiated play. Therefore, whilst children are happy and are progressing well, this does not support them to develop independence in their learning.

Children's individual personalities and preferences are well understood and respected. They are very well supported to develop good manners and to be respectful of the needs of others. They also take part in discussions and activities which help to develop their knowledge and understanding of diversity. Good arrangements are in place to support children with special educational needs and the building is accessible to wheelchair users. Staff are experienced at working in partnership with a range of advisors and health professionals in order to meet children's needs and provide consistent care. There are also clear strategies in

place to care for children and families who speak English as an additional language.

Parent and carers are well informed about the day to day life of the pre-school. They receive a very friendly greeting as they arrive to deliver and collect their child and are full of praise for the staff and the care their children receive. The pre-school is also proactive in working with other early years settings attended by the children.

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

Children have great fun as they play and learn with their friends in the pre-school. They enter enthusiastically and separate easily from their parents and carers. They demonstrate a strong sense of security, understanding the boundaries in place and readily approaching staff for attention when necessary. They enjoy a broad range of activities and are making good progress in all areas. Their knowledge of the wider world is evident through their charming conversations, for example speaking confidently about animals and their observations of the different colours of the sea. They are extremely good humoured and readily joke with their friends and the staff. This demonstrates their sense of security within the group and the positive reaction they receive from staff helps to promote their self-esteem.

Children have access to a very good selection of art and craft materials and produce some lovely, expressive and very individual art work. There are some examples of some this displayed in the group room, although the majority of displays show a high level of adult direction. There is also a tendency for staff to plan art activities with a specific end-product when aiming to produce a gift to be taken home for example Mothers and Fathers Day cards and friendship bracelets. Despite this, children demonstrate high levels of imagination and engage in charming role play games with their friends, mimicking adults as they politely offer to make a cup of tea.

Good focus is placed on promoting children's physical development, for example, they enjoy using ride-on toys and are becoming very coordinated. They also have opportunities to practise for, and take part in, an organised sports day with events which cover a wide range of physical activities ranging from running races to bean bag throwing.

Children engage in activities which are skilfully planned to support them to develop skills for the future, for example the dressing up clothes include a range of school uniforms to support the oldest children to prepare for their transitions to school. In addition, staff speak very positively about the exciting things that the children will experience at 'big school' but are also sensitive to their concerns. The confidence that children have to express themselves and to interact positively with others helps to prepare them to cope with the challenges that face them in the future. In addition, they are well supported to develop a range of more practical life-skills including pouring drinks, gardening and using computers. They learn about the

importance of adopting healthy lifestyles and are developing good self-care skills. They enjoy nutritious snacks including a variety of fruit and have constant access to drinks.

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	2

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