

# Teagues Bridge Pre-School

c/o Teagues Bridge School, Teagues Crescent, Trench, Telford, Shropshire, TF2 6RE

<b>Inspection date</b>	11/07/2013
Previous inspection date	19/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff provide a well-organised and stimulating environment to capture the children's interest and use information about children's development well, to help them make good progress from their starting points.
- The clear routine, positive relationships fostered with children and by staff placing a clear emphasis on children's well-being, children are happy, confident and well-settled.
- The staff team work very well to share information about the children, in particular, those with special educational needs and/or disabilities to ensure their individual targets are met and they make good progress from their starting points.
- The strong committee clearly communicate high expectations and provide good support and direction to the manager and staff team. Consequently, the new manager is confident and clear about what they need to do to further enhance practice and sustain improvement.

### It is not yet outstanding because

- Staff do not always recognise the potential of the outdoor area in supporting further the children's mathematical development.
- There is scope to open up more opportunities for parents and carers, in particular, with those whose children speak English as an additional language, to gain more information about their child's progress.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play rooms and the outdoor play area.
- The inspector held a meeting with the manager, Chair of the committee and conducted a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's action plan and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and feedback questionnaires.

## Inspector

Parm Sansoyer

## Full Report

### Information about the setting

Teagues Bridge Pre-School opened in 1996 and is run by a committee. It operates from a separate building in the grounds of Teagues Bridge Primary School, Trench, Telford. There is an enclosed outdoor play area. The pre-school serves the local and surrounding areas.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Sessions run from 8.45am to 11.45am and 12.30pm to 3.30pm, five days a week, term-time only. There are currently 49 children on roll in the early years age group. The pre-school is in receipt of funding for the provision of early years education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities and those with English as an additional language.

There are seven members of staff employed. Of these, one holds a qualification at level 5 in early years, one holds a qualification at level 4, four hold a qualification at level 3 and one holds a qualification at level 2. The pre-school receives support from the local authority.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- recognise the mathematical potential of the outdoor environment by providing more opportunities for children to recognise numbers and discover things about shape, distance and measures
- work more closely with parents and carers, in particular, with those whose children speak English as an additional language, to gain more information about their development.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff place a clear emphasis on providing a broad range of challenging and enjoyable play experiences for children, to help them make good progress from their starting points and in readiness for school. Staff adopt an effective range of teaching methods to support the children's learning. For example, they daily provide a good mix of adult-led and child-

initiated activities which are thoroughly enjoyed by the children. They use the children's interests well and plan stimulating experiences around the seasons and topics, such as 'All about me', 'People who help us', 'Transport' and 'Holidays'.

Children benefit well from time to develop spoken language and extend their listening skills. 'Circle time' is used daily to share conversations, read books and sing with the children. For example, children respond well to topics of discussion and easily offer their ideas and are keen to share their own stories with each other and the staff. Children are confident and become independent learners as they easily move around their environment both indoors and outdoors. The session is well prepared with a clear routine in place, which children respond to well. For example, when the bell is rang, children know it is time to tidy up and are keen to help.

Staff provide good opportunities to promote the children's physical development. For example, children are able to access the outdoor area freely throughout the session and outdoor activities are popular with the children. Children thoroughly enjoy being outdoors in the fresh air and confidently use a challenging range of physical play equipment, such as when using the school 'Jungle' area. Children have a varied range of opportunities to handle and manipulate tools as they use items, such as writing materials, paint brushes, scissors, whisks and wooden spoons.

Staff provide a good range of activities for children to build secure foundations for early literacy. For example, they place a clear emphasis on supporting the children's understanding of linking sounds and letters throughout the day as they play. Children have good opportunities to make marks indoors and outdoors. For example, children are busy making postcards and many write their names and recognisable letters. Many children know print carries meaning due to the meaningful print incorporated in the environment. For example, various words are displayed in the role play area and the names of tools with the work bench. In addition, children recognise their own names as they self-register on the board in the morning and then take their own name off, once they have had their snack.

Staff provide good playful opportunities indoors for children to problem solve, count, recognise numbers, sort, match and make pattern through a varied range of resources and games. In addition, the computers are used well to reinforce mathematical ideas and concepts. Outdoors, children thoroughly enjoy constructing, problem solving and negotiating as they build a road block. However, there is scope to make better use of the outdoor area to provide more opportunities for children to recognise numbers and discover things about shape, distance and measures.

Children have some good first hand experiences to learn about change in the natural environment and consider why and how things change. For example, a group of children mix water to a mousse powder and consider its texture and the scent released, they regularly mix paints and consider how colours change. Children have been planting and caring for potatoes and strawberries and learn about the life cycle of the butterfly and the frog. Consequently, show a keen interest in the natural environment.

A good selection of arts and crafts materials, sand and water is made readily available for

children to use at their own leisure. Consequently, children make choices and show good levels of interest in what is provided. The role play area is popular with the children and offers challenge such as, incorporating numbers and writing materials.

Staff recognise children's progress and plan an interesting range of activities to support and extend their learning. Some parents and carers contribute to the children's ongoing assessment, which is shared with them every term and keeps them well informed about their children's progress. However, staff acknowledge more can be done to work more closely with parents and carers. In particular, with those whose children speak English as an additional language, to help gain more information about their spoken language. The staff work very well to share information about children with special educational needs and/or disabilities to ensure their individual targets are consistently met and they make good progress from their starting points.

### **The contribution of the early years provision to the well-being of children**

Children are well behaved because staff consistently set clear boundaries and use positive strategies to manage the children's behaviour. For example, the use of the reward charts is very effective in supporting children's understanding of acceptable behaviour and these are adapted well according to children's age, maturity and understanding. Creative strategies, such as the 'Feelings tree' encourages children to think about what makes them and others happy and sad and to consider each others feelings. The well-embedded assigned key person system means staff know the children and their parents and carers well. They make time to talk to them at the start and end of the session, which is highly valued as reported by the parents and carers spoken to on the day of the inspection. Staff place a good emphasis on children learning to stay safe. For example, visits from health visitor, dentist, fire brigade and police reinforce messages of keeping healthy and safe.

The pre-school is welcoming and resources are of good quality and are made readily available for children to freely access and extend their play. Consequently, planned goals in learning are consistently achieved and children grow in confidence.

All areas are well-maintained, clean and hygienic and staff adopt effective hygiene practices to prevent the spread of infection. This contributes well to helping keep children healthy. All first aid, medication and accident requirements are met and children benefit from freely using the outdoor area, which helps secure the children's health and well-being. Parents and carers provide the children's packed lunch and the snack provided by the pre-school consists of a carbohydrate snack, such as bread or cereal and fresh fruit and a drink. Staff place a clear emphasis on children making healthy choices from their lunch box and encourage them to think about what they eat and why.

Staff work well as a team in sharing information about the children's care needs and achievements and children's developmental targets are shared to ensure all staff can support and extend children's learning. There are very strong links with the onsite school to support children's care, education and transition. Collaborative working and information

sharing about the children's needs with the other feeder schools and settings, continues to strengthen to support their care and education.

### **The effectiveness of the leadership and management of the early years provision**

In April 2013 Ofsted received a concern about the management of the setting and carried out an unannounced visit and found that the provider had not notified Ofsted of a change of the nominated person. At the time the manager was on maternity leave and the deputy was taking charge in her absence and there had also been changes to the committee. An action to improve was issued. This inspection found that this breach has been rectified. There is now a new manager in post who is well experienced and clearly motivated to secure improvement. The committee members have a clear overview of the pre-school. For example, committee meetings, which the manager attends, are held every half term and six weekly supervision results in good support and direction to the manager. The new manager is confident and clear about what they need to do to further enhance practice and sustain improvement. The good support offered to new and existing staff, such as supervision, audits of their children's files and performance action plans, results in good monitoring of performance and practice.

The manager has an accurate and realistic overview of the pre-school and areas for further enhancement. For example, the well-focused improvement plan clearly identify areas for further improvement such as, further supporting the children's mathematical development and partnership with parents and carers. The recommendations from the previous inspection have been successfully addressed. For example, labels and signs are now very well incorporated in the environment and children's play to support their literacy development. In addition they have increased the range of resources promoting positive images of diversity such as, race, gender and disability and celebrate and variety of religious festival.

A robust recruitment, vetting and induction procedure ensures all staff are suitable and clear about their roles and responsibilities. For example, all staff receive a comprehensive induction which includes child protection and health and safety. All the required records, policies and procedures are in place to secure the children's welfare and safety. Staff are vigilant about the children's safety, supervise them well and conduct effective risk assessments to keep them safe. Staff have a good understanding of child protection issues and the procedure to follow in the event of safeguarding concerns, this ensures the children's welfare is secured.

A detailed prospectus, well-used notice boards, including useful written information ensure parents and carers are well informed about the pre-school and its educational curriculum. Parents and carers spoken to on the day and parental satisfaction surveys clearly indicate they are impressed with the warm and welcoming approach and the quality of information they receive about their children's progress. Strategies, such as the use of the soft toy 'Jolfi bear', which is taken home by the children and returned with a written account and photos, helps strengthen the link with home and the pre-school. Strong Partnerships with

other professionals and agencies helps secure the children education, welfare and care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	208264
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	922102
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Teagues Bridge Pre-School Committee
<b>Date of previous inspection</b>	19/03/2010
<b>Telephone number</b>	01952617190

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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