

# Teddy Bear's Playgroup

Chalfont St. Peter Community Centre, Gravel Hill, Chalfont St. Peter, Gerrards Cross, Buckinghamshire, SL9 9QX

## Inspection date

21/10/2013

Previous inspection date

07/05/2009

## The quality and standards of the early years provision

**This inspection:**

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

- Children thrive in this positive and safe learning environment. The key person system helps to ensure every child is understood and valued as a unique individual.
- The experienced owner/manager provides strong leadership and direction to the enthusiastic staff team.
- Children feel safe, secure and are well looked after. As a result they behave well and overall enjoy all that the playgroup offers.
- Parents are highly complimentary about the quality of care and education their children receive. They comment favourably on the knowledgeable and welcoming staff team.
- Children's progress is very well monitored by staff. As a result, children make good progress.

### It is not yet outstanding because

- The environment is not always planned with the youngest children's interests in mind. Opportunities for the youngest children to participate at a level suitable to their development are occasionally overshadowed by the enthusiastic, more able older children.

## **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 looked at the premises and resources with the owner/manager.
- The inspector observed the children and staff during play activities.
- The inspector examined records and documents provided by the owner/manager.
- The inspector discussed the playgroup with five parents.
- The inspector read the self-evaluation for the playgroup.

## **Inspector**

Lynne Lewington

## Full Report

### Information about the setting

Teddy Bear's Playgroup registered in 2005; there has been a playgroup on this site since 1992. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a privately-owned group and operates from rooms in the Chalfont Community Centre in Chalfont St Peter, Buckinghamshire. Children have access to a secure, enclosed outdoor play area. There are currently 26 children on roll. The playgroup opens weekdays during term time only. Sessions are from 9am until 12pm. A lunch club is offered between 12pm and 1pm. A crche is open in the afternoon from 1pm until 3pm and holiday activities for children and their parents are provided for four weeks in the summer holidays. Children attend for a variety of sessions. The children attend from the local area. There are ten members of staff who work directly with the children. Of these, nine hold relevant childcare qualifications at levels 5, 4, 3 and 2. Staff members are working towards higher qualifications. The setting 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:

- review the organisation of the learning environment and some activities to ensure that the interests of younger children are fully considered at all times.

### Inspection judgements

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

Children make good progress in this playgroup because the knowledgeable staff provide educational play opportunities that encourage development across all the areas of learning. They take account of children's interests and engage them in extending their learning very well. For example, when children choose a story about a snail, the staff go outdoors with them to find a snail. With encouragement from staff, they talk about the snail's shell, how the snail disappears inside, the slimey trail it leaves behind and what it eats. This prepares the children for the story. Valuable learning opportunities are increased as children use their senses to touch and look at the creatures.

Staff encourage children to count and consider shape, position and size in all that they do. Staff are skilful communicators who encourage communication and language well. They get down to the children's level, make eye contact, listen attentively and respond in a way that invites further thought and interaction. Children develop their creativity and independence as they freely move between the attractive resources. This is a rich learning

environment where interesting resources are easily accessed. For example, when outdoors, children independently get water from the water butt. They use this to 'paint' and make marks with a variety of brushes, and to fill tea pots and various containers. These simple activities encourage co-ordination and dexterity as they control the brushes, turn the tap and carry containers without spilling. Children climb and use outdoor play equipment confidently as they explore.

Children demonstrate an increasing awareness of the written word because staff refer to the labels around the room and children see their names. They have many opportunities to use books and listen to stories, and staff encourage early phonic knowledge through informal and planned activities. Some children demonstrate an increasing awareness of the written word by pointing out letters in the title of a storybook, for example. When a child shows interest in what letters say on the board, the staff member points to each word and reads it aloud. The child independently copies her action and repeats this. Consequently children are recognising that writing has meaning.

Staff make good use of information from parents and follow an effective assessment system to observe, track and plan for children's learning. This comprehensive system highlights developmental concerns, enabling additional professional help to be sought if required. The records indicate the good progress children make from their starting points. This is particularly evident where staff have raised concerns and additional advice and support has been obtained. This is very good practice as it enables children to develop and make good progress in preparation for school. Regular planned meetings with parents and opportunities to see development records help to ensure parents are kept well informed of their children's progress in the playgroup.

The key person system is strong and enables positive working relationships to develop between parents and staff. Staff know children well and are proactive in sharing their developmental observations with each other when they see a child demonstrate a new skill. This indicates that the staff work as a team to provide continuous observations of children.

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

The enthusiastic, interested and innovative staff are effective role models. They show a genuine interest in the children. This helps children to form positive relationships with those around them. They enter the setting confidently and quickly become engrossed in their play. Staff demonstrate clear and consistent expectations with regard to behaviour. They talk to children calmly and help them to resolve disputes. Staff talk to children about feelings. They learn to share and take turns. This helps children to begin to consider others and to behave in socially acceptable ways, even when things go wrong.

Children learn about traditional and cultural events, and the jobs that people do, through activities and visitors to the playgroup. Books, posters, displays and resources all reflect a diverse society. These experiences and resources all help children to become familiar with the wider world.

Staff plan activities that enable children to learn how to keep themselves safe. For example, at snack time they learn with supervision how to cut soft fruits using a knife. Staff talk to children about the fire drill and they practise leaving the premises swiftly.

Children enjoy healthy snacks of fruit and drinks of milk or water each day. Snack time is a lovely, calm, social occasion. An adult sits with the children; they prepare the snack together, share it and pour their own drinks from small jugs. This homely activity promotes social skills and an opportunity to talk about healthy eating. Posters and records indicate that children often learn about healthy eating through stories and activities. Parents are encouraged to provide healthy lunch boxes to children who attend the lunch club. Daily outdoor activities provide a wealth of opportunities for developing physical skills in the fresh air and natural light.

Staff promote children's independence well. They expertly encourage toilet training in partnership with parents, recognising the importance of this aspect of personal independence for each child. Children are proud of their achievements, adding to their self-esteem and self-confidence. They learn how to recognise and put on their own coats and boots, and do up buttons and zips. These simple activities are important aspects of physical development.

The playgroup premises are secure and well maintained. Comprehensive risk assessments help to ensure hazards can be managed effectively. Very good use is made of all the available space both indoors and out to create a fun and interesting environment. The outdoor area provides both a covered and open-air play space, enabling it to be used in all weathers. Overall this is an enabling environment with a wealth of resources. Children freely explore and investigate. However, occasionally the environment and activities do not fully engage the interests of the youngest two- year-olds as effectively as they do for the older or more able children.

Children are well prepared for their move to nursery class or school. For example, staff talk with children about school and some children show their uniform to their playmates. Independence is encouraged and many children have an awareness of phonics by the time they start school. School teachers are encouraged to visit the playgroup and parents are encouraged to take the children for visits to school. Developmental information is shared with schools, enabling progress to continue to be monitored.

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

The owner of the playgroup is very enthusiastic about her role. She works hard to ensure the playgroup is an effective part of the local community by making professional links with local nurseries, schools, the children's centre and the community centre. Parents speak very highly of the provision. A parent spoke of how professional staff are, helping to identify her child's developmental need and assisting her to seek relevant professional help. Other parents comment favourably on the variety of activities offered, the self-

confidence children develop and the warm and nurturing environment the staff create. Parents feel well informed. Information is clearly displayed for parents to see about all aspects of the provision. Meetings, newsletters and displays all help to keep them informed about issues relevant to young children.

The owner has a good understanding of the learning and development requirements, and monitors children's development in a robust way. She oversees the development records, and staff meet as a team to discuss each child. Consequently all staff are aware of the development needs of each child. Staff carry out the required progress checks for two-year-olds, covering the relevant areas of development and sharing this information with parents.

Systems to safeguard the welfare of the children are strong. The owner and staff demonstrate a clear awareness of the safeguarding and welfare requirements. Appropriate policies are in place, providing clear guidance, and these are updated annually to ensure they meet current requirements. Robust recruitment systems help to ensure that new staff are suitable for their roles.

The opinions of parents, other professionals and staff help to inform the self-evaluation. This information is used to plan for and improve the provision and outcomes for children. Systems to monitor staff performance and development are well planned and instigated. Continuous professional development is always encouraged. The setting has a number of relatively new staff who are settling into their roles. The comprehensive induction programme ensures they feel well supported by the management.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY302680
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	837712
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	0
<b>Name of provider</b>	Donna Louise Clark
<b>Date of previous inspection</b>	07/05/2009
<b>Telephone number</b>	01753 885778 OR 07713 622401

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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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