

Thorpe End Teddies

St Davids Drive, Plumstead Road, Thorpe End, Norwich, Norfolk, NR13 5HR



Inspection date

23 March 2015

Previous inspection date

28 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children develop very good listening and attention skills. They answer 'good morning' in a selection of languages when they hear their name at registration. In addition, children put up their hand when they wish to speak. Consequently, they are developing important skills in readiness for starting school.
- Children develop a love of books and reading. Staff use an animated voice, which engages the children when reading to them. As a result, the children join in with a familiar story with great delight and copy the staff's actions.
- Children decide whether they play indoors or outdoors. This develops an excellent understanding of the importance of healthy practice and fresh air.
- Children's behaviour is exemplary. They spontaneously use good manners and play harmoniously together. Staff act as good role models; praising children for good manners and good sharing.
- Parents speak highly of the pre-school. Staff involve parents in their children's learning and development. Consequently, there is continuity of learning between the pre-school and home.

It is not yet outstanding because:

- The manager does not make effective use of observations of staff practice to support them to enhance their good teaching skills.
- Children's thinking skills are not consistently maximised. Staff do not always ask children questions that require them to give more than one word answers.

What the setting needs to do to improve further

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

- implement observations of staff practice, to ensure that the quality of teaching is strengthened further throughout the pre-school, so that children achieve the highest level
- provide more opportunities for children to answer questions and to share their ideas to further support their critical-thinking skills.

Inspection activities

- The inspector had a tour of the pre-school and held discussions with the manager and the staff.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.

Inspector

Sharon Alleary

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The manager liaises with staff to develop the environment and introduce adult-guided activities that support and encourage children's next steps and interests. Consequently, children make good progress in their learning and development, and they are motivated to play and explore. Children experiment with paint and materials to create pictures. Staff encourage children to use their imaginations and explore freely. Children use their hands to develop their creativity further. Staff constantly talk to the children, for example, they ask questions about how something feels. However, they miss opportunities to ask questions that encourage children to think about a variety of answers. Children develop their counting skills; they use their fingers to count the number of children and adults at registration.

The contribution of the early years provision to the well-being of children is outstanding

Children settle in extremely well at pre-school, because most of them attend the Little Teds sessions with their parents and carers when they are very young. Consequently, they become familiar with the environment with the support of their families and carers. Children build up very strong emotional attachments with staff. Parents provide photographs and ongoing entries for children's All about me books. As a result, children develop self-confidence and self-esteem. Staff involve parents in supporting the pre-school's healthy eating ethos. For instance, parents provide fruit for snack time. The children thoroughly enjoy the wonderful fruit platter, prepared for them by the daily parent/carer helper. Children learn how to keep themselves safe when they practise the fire evacuation procedure. Children develop their physical skills exceptionally well. This is because they make extremely good use of the outdoor space to play chasing games. Children have access to a wealth of visually-stimulating resources and they independently help themselves to toys.

The effectiveness of the leadership and management of the early years provision is good

The manager has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff keep children safe in the pre-school. They identify the signs, symptoms, and types of abuse. In addition, staff know the procedure to follow if they have any concerns about a child in their care. Staff attend regular training; this has a positive impact on children's learning and development. The manager reflects on the strengths of the pre-school and the areas for improvement. Yearly appraisals and supervisions give the management and staff the opportunity to discuss strengths and weaknesses in teaching practice. However, observations of staff practice are not yet fully developed to ensure that all staff teach to an outstanding level, to maximise children's progress. An effective system of tracking children's progress across the pre-school, ensures any gaps in learning are quickly identified and targeted. Staff share information with other providers where children also attend. This ensures children benefit from continuity in their care and learning.

Setting details

Unique reference number	254317
Local authority	Norfolk
Inspection number	866866
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Thorpe End Teddies Committee
Date of previous inspection	28 February 2011
Telephone number	01603 701994

The Thorpe End Teddies Pre-school was registered in 1993. The pre-school employs seven members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, three at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm. The pre-school provides funded early education for three- and four-year-old children.

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