

Teddies Pre-School Ltd

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



Inspection date	28 April 2017
Previous inspection date	30 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Overall, staff form good relationships with parents. There is an effective two-way flow of information which helps to keep parents informed and supports children's learning.
- Children make good progress. They enjoy a good range of interesting activities which helps to stimulate their curiosity and imaginations. Children are confident, curious and independent learners.
- Staff have a good understanding of how children learn. They tailor planned activities to meet children's individual needs and recognise when children need additional help to catch up.
- The manager makes good use of one-to-one meetings to help monitor and evaluate staff's practice. There is a clear focus on raising the overall quality of teaching to an even higher level.
- Staff have built close working relationships within the team. They regularly share assessments of children's learning and progress.

It is not yet outstanding because:

- Staff do not make the most of opportunities to help children extend their understanding of the differences between themselves and others.
- Staff miss some opportunities to fully support new children in order to help them explore and understand their new environment.

What the setting needs to do to improve further

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

- build further on the range of opportunities to enable children to extend their awareness of the differences and similarities between themselves and others
- extend further the settling-in process to fully help children explore and understand their new environment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and special educational needs coordinator and looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents during the inspection.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to recognise children who may be at risk of harm. They know the action to take if they have any concerns about a child's welfare. Staff closely follow the pre-school's policies and procedures, which are updated frequently. The manager is reflective and evaluates the provision regularly. This helps to identify areas for improvement. The manager monitors children's progress and quickly addresses any gaps in their learning. Staff work closely together and with other professionals to help support children who have special educational needs/and or disabilities. This shared approach helps children to make good progress relative to their individual starting points.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's progress. They gather information from parents about what children can do when they first start. Staff use this information and their observations to identify children's starting points and effectively plan for their next steps in learning. Children enjoy challenging activities. For example, they work hard during team activities, listen to instructions and take turns. Children are enthusiastic in their response to staff's questioning. Children recall previous experiences and chat to each other during play. They are curious and inquisitive. For example, children enjoy searching for bugs on mini beast hunts.

Personal development, behaviour and welfare are good

Staff are consistent in their approach to children's behaviour. They provide clear rules and routines which help children learn how to behave. Children receive lots of praise and encouragement from staff, which helps to raise their self-esteem and confidence. Children know how to put their coats on independently and are keen to try things for themselves. They become totally engrossed in imaginary play outside. Children create magical worlds and take on adult roles in small friendship groups. Staff talk to children about keeping themselves healthy, for example, they hold animated discussions with children at the start of the day and during very chatty lunchtimes.

Outcomes for children are good

Children make good progress from their starting points. They learn the skills to help prepare them for their move on to school. Children are eager to learn and explore the wide range of activities provided. They learn to link letters to sounds and join in with word games. Children recognise some numbers and solve simple mathematical problems.

Setting details

Unique reference number	EY243151
Local authority	Kent
Inspection number	1091536
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	41
Name of registered person	Teddies Pre-School Limited
Registered person unique reference number	RP903459
Date of previous inspection	30 June 2015
Telephone number	07974 261685

Teddies Pre-School Ltd registered in 1996 and operates from the Mary Dean Centre in Faversham, Kent. The pre-school is open each weekday during term time from 9.30am to 3.30pm. It receives funding for free early education for children aged two, three and four years old. The pre-school employs seven members of staff, all of whom hold appropriate early years level 3 qualifications.

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