

# Teddybears Preschool

St Michaels Mount Community Centre, St Michaels Road, Hitchin SG4 0QA



<b>Inspection date</b>	16 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- Staff promote children's independence and perseverance. They encourage children to develop a 'can-do' attitude. Children show that they feel proud of themselves when they succeed.
- Teaching is effective. Staff use children's interests well to help them engage and learn through play. Each key person knows their children well.
- Staff are sensitive to the needs of every child. The often quiet conversations with shy children demonstrate the good understanding that staff have of how best to interact with children.
- Staff make frequent observations and assessments of children's learning. This helps each key person to track children's progress and identify any gaps in learning where children need more support.
- Parents appreciate the friendly and caring staff. They have a high regard for what they offer the children. Parents enjoy seeing their children learn through play.
- Team work is effective in ensuring improvements are implemented and sustained.

### It is not yet outstanding because:

- Some children with limited use of language do not always have as many good opportunities to communicate as those with more highly developed language skills.
- Parents do not routinely receive specific information from staff about how they can support their child's learning at home.

## What the setting needs to do to improve further

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

- extend the opportunities for children to use different methods of communication to increase their chances to share their needs and ideas
- extend the guidance for parents on how they can support their children's learning at home.

### 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 observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

### Inspector

Alison Reeves

## Inspection findings

### Effectiveness of leadership and management is good

Staff are enthusiastic about their work. They reflect on their practice and use feedback from others to help them identify areas that they can improve. The arrangements for safeguarding are effective. Staff understand how to apply the procedures for safeguarding in order to protect children and to ensure families receive support. Staff make careful checks on the areas used by children to ensure their safety and well-being. Partnerships with other professionals are effective. Staff work with local schools to improve the transition for children. Staff have regular supervisory meetings with the manager or the provider. These meetings help staff to decide on any training needs and how they can develop their skills.

### Quality of teaching, learning and assessment is good

Staff plan effectively for children's learning. They arrange special group sessions for the oldest children to help prepare them for school. Children enjoy exploring the concepts of light and dark. They shine torches inside their makeshift camp and get excited by the patterns they make in the darkness. Staff extend children's learning with open questions that help children share their knowledge. Children have fun with cooperative games, such as those with a large parachute where they learn to listen and follow instructions. Children are very creative and imaginative. They like pretend games where they dress up as different people and act out being a shopkeeper or parent of a small child. Staff encourage children's thinking and problem-solving skills as they build with the blocks.

### Personal development, behaviour and welfare are good

Children behave well and relationships with staff are good. Staff support children to manage their feelings and to develop their understanding of how to express themselves. Staff encourage children to get along with others. They make the most of the social snack and mealtimes to help children develop their friendships. Children have lots of time outside in the fresh air. They play active games, use wheeled toys and test their balance skills. Children also develop their hand control ready for writing. They use tools for early mark making as they pretend to write shopping lists and strengthen their small muscles as they mould and shape dough.

### Outcomes for children are good

Children make good progress from their starting points. They are prepared for the next stage in their learning. Children show their interest in books and storytelling as they share favourite traditional tales with staff. Children are increasing their concentration skills as they work in small groups. They are confident with numbers and shapes. Children count correctly as they step across each of the circular 'stepping stones.' They demonstrate their self-care skills as they get ready for lunch. Children wash and dry their hands carefully. They practise further independence skills when they get ready to go outdoors, successfully putting on their coats and boots.

## Setting details

<b>Unique reference number</b>	EY500035
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10076898
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Fairey, Jacqueline
<b>Registered person unique reference number</b>	RP900985
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07582 016 125

Teddybears Preschool registered in 2016. The pre-school employs 8 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above, including the manager who holds an early years degree. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 2pm, Monday to Wednesday and from 8am until midday on Thursday and Friday. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

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