

Teddy Wilf's @ The Westgate



Westgate Leisure Centre, Via Ravenna, CHICHESTER, West Sussex PO19 1RJ

Inspection date	18 December 2018
Previous inspection date	26 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and staff have excellent relationships with children and their families. They ensure that children's emotional well-being is paramount, and provide endless support to ensure that their individual needs are met.
- Children are happy and very well settled in the setting. They explore confidently and engage quickly in the interesting activities and resources that staff provide. Children enjoy learning and make good progress.
- The management team is committed to continuously developing the provision. Since the last inspection, it has introduced new systems to enable parents to share information from home. This has been highly effective and has enabled staff to extend children's learning and experiences within the setting.
- Staff are enthusiastic and interact well with all children. They have a good understanding of their interests and stage of development, which enables them to plan appropriately challenging next steps to help support children's development.
- Managers and staff have established and maintained excellent partnerships with external agencies and professionals that support children and their families. This has had a positive impact on children's well-being and parents are extremely grateful for their on-going support.
- At times, some staff do not allow children time to think and respond to questions to help strengthen further their problem-solving skills.
- Staff do not consistently make the most out of some routine times of the day, to further extend and develop children's learning and development.

What the setting needs to do to improve further

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

- allow children more time to think and respond to questions to help further develop their problem-solving skills
- strengthen opportunities during routine activities, such as snack and mealtimes, to help further develop children's learning.

Inspection activities

- The inspector observed staff, their interactions with children and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, managers and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector viewed a range of written documentation, including children's development records, policies and self-evaluation plans.
- The inspector spoke with some parents to gain their feedback on the setting and staff.

Inspector

Hannah Barter

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of the possible signs of abuse and the procedures to follow if they have concerns about children's safety or well-being. Managers place high regard on safeguarding. For example, they discuss the procedures at monthly staff meetings and staff attend regular training. Recruitment and induction procedures are robust. Managers provide effective support and mentoring for all staff, and confirm their on-going suitability to work with children during appraisals. The staff team works closely together, shares ideas and strives to continuously provide a stimulating environment for children to thrive in. Managers monitor children's development effectively, they oversee the planning for different age groups and review individual next steps.

Quality of teaching, learning and assessment is good

Staff interact well with children and have a good understanding of how to support their learning. They regularly observe and assess children's learning and provide good opportunities to help them make progress in their development. For example, staff encouraged children to explore 'treasure baskets'. Babies were mesmerised by pots of lights, and older children shook wooden containers to make different noises. Staff encouraged children to smell objects and used key words, such as 'pointy', 'spikey', 'sparkly' and 'smooth' to help describe them. Older children enjoyed exploring play dough. Staff provided them with utensils, such as cutters and rollers, for them to make marks and asked them questions about what they were doing. Children confidently manipulated the dough, rolled balls and named the shapes they had created.

Personal development, behaviour and welfare are outstanding

Older children have excellent relationships with staff. They are excited to see them when they arrive and talk to them with enthusiasm. For example, children could not wait to tell them about important events that are happening, such as moving house. Babies laugh with delight as staff play 'peek-a-boo' with them and tickle their toes. All staff provide endless amounts of warm and nurturing interaction. Children have regular opportunities to take part in activities outside the setting, such as swimming and using the soft-play centre in the complex. This enables them to meet other children and learn about others. Children behave exceptionally well and have an impressive understanding of what staff expect. For example, when staff ring a bell, children stop immediately, put their hands up, with a finger on their lips. Staff give them warning that in five minutes it will be time to tidy away. Children help to tidy away without hesitation, and help their friends.

Outcomes for children are good

Children make good progress in all areas of their learning and development. They are developing the skills needed for moving on to school, and have the confidence to give things a go and have a try. Children are highly independent. For example, they take responsibility for their belongings, help to prepare their food, and wash their plates and cups when they have finished. Older children enjoy using chalks and pens to write and can recognise some of the letters they form. This helps to prepare them for reading and writing.

Setting details

Unique reference number	EY480916
Local authority	West Sussex
Inspection number	10076237
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	27
Number of children on roll	43
Name of registered person	Clark, Megan Louise
Registered person unique reference number	RP515680
Date of previous inspection	26 April 2016
Telephone number	07881740168

Teddy Wilf's @The Westergate registered in 2014. The setting is one of two owned and managed by the provider. It operates from Westergate Leisure Centre in Chichester, West Sussex. There are eight members of staff. Of these, the manager holds qualified teacher status and five other staff hold relevant early years qualifications at level 3. The setting is open each weekday for 50 weeks of the year, closing for two weeks at Christmas. Sessions are from 8am to 6pm. In addition, the nursery provides limited crèche places for parents using the leisure- centre facilities. The provider receives funding to provide free early education for two-, three- and four-year-old children.

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