

Inspection of Teddy's Pre-School

Freemantle Hall, 34 Somerset Road, Boscombe, Bournemouth BH7 6JJ

Inspection date: 5 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure at the pre-school because leaders are dedicated to providing a caring and nurturing environment for them and their families. Staff develop friendly and fun relationships with children and take particular care to support those who are new or unsure. They adapt starting arrangements to suit the children's needs and are loving and comforting to children as they begin to explore the activities on offer.

Children are well behaved. A clear and consistent approach by staff means that children understand what is expected of them. Staff respond to children calmly and support older children to resolve conflict themselves. Children enjoy using a broad and exciting range of resources. Staff place a strong focus on supporting children's communication and language. The 'curiosity approach' ensures children explore real objects and develop new vocabulary as they do so. For example, the introduction of telephones enables shy children to chat excitedly to staff. Carefully chosen books and attractively presented areas are used well by staff, children and parents. Sharing stories happens continuously, including between parents and children while waiting to enter the pre-school.

What does the early years setting do well and what does it need to do better?

- Leaders are committed to meeting the needs of the children and families who attend, including those who receive additional funding and children with special educational needs and/or disabilities. They ensure children with language delay are quickly identified and well supported. Staff carefully pronounce and repeat words, and use pictures and real objects to teach new vocabulary. For example, naming a 'teapot' while playing in the role-play kitchen.
- The curriculum is carefully thought out and builds upon what children know and can do as they move between rooms. Interesting resources are chosen to meet children's interests and placed so they can access them. Children become confident as they are encouraged to do things for themselves. For example, older children explore making handprints with paint and proudly share their efforts with adults.
- Staff do not miss an opportunity to share books, sing songs and teach new rhymes. They use interesting voices to engage children in stories and use resources, such as painted spoons, to involve children in the choice of rhyme. Children enthusiastically join in singing 'Five little monkeys', copying actions modelled by staff.
- Children benefit from many opportunities to explore shapes and measure, although teaching is less focused on using number and problem-solving.
- Staff work well with parents to ensure children receive consistent care and learning experiences. Parents trust staff and speak highly of the support they

receive, for example when introducing potty training. Staff are adaptable in the ways they communicate with parents, meaning information between home and the setting is shared well.

- Outdoors, staff encourage children to be active and take manageable risks, such as negotiating an obstacle course made of blocks and planks. The addition of a cover to the outside area ensures it can be used in all weathers. Children are taught to use safety equipment, such as helmets when they ride the trike.
- Leaders have a clear vision for the setting and their roles are defined. Managers have made many improvements since their appointment. The introduction of the 'sandcastle room' means the emotional needs of the youngest children are met before they engage in a carefully planned transition process downstairs. The sensory room is currently used for small groups and consideration is being given to using it more frequently.
- Staff feel well supported and engage in regular supervision. Online access to training and the opportunity to feedback through 'focus Wednesday' has resulted in staff taking ownership of their own professional development. Key messages are shared and the impact is evident in the approaches seen when managing behaviour and teaching new words. Priority is given to staff well-being and managers take time to catch up with staff each Friday.
- Leaders have identified the need to develop the curriculum in relation to children's understanding of their local community and the wider world.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough knowledge of their roles and responsibilities to keep children from harm. Staff complete regular training around child protection and wider safeguarding issues, and discuss this as part of their team meetings and supervision arrangements. There is a secure knowledge of the families who attend and a clear understanding of how engagement with outside agencies can keep children safe. The setting is secure and staff supervise children well to ensure their safety.

What does the setting need to do to improve?

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

- build on the opportunities children have to develop their interest in number and problem-solving
- strengthen the curriculum in understanding the world, and provide wider opportunities for children to engage in their community.

Setting details

Unique reference number	EY347366
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10061666
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	65
Number of children on roll	49
Name of registered person	Bournemouth Young Men's Christian Association
Registered person unique reference number	RP519833
Telephone number	01202 391500
Date of previous inspection	22 April 2016

Information about this early years setting

Teddy's Pre-School registered in 2007 and is situated in Pokesdown, Bournemouth. The pre-school is open Monday to Friday, 8.30am to 4pm, during term time only. It receives funding to provide free early years education for children aged two, three and four years. There are currently 14 members of staff. Of these, three hold childcare qualifications at level 2, 10 hold level 3, and one holds level 5.

Information about this inspection

Inspector
Nicki Bland

Inspection activities

- The inspector had a tour of the setting and talked to the manager and other members of the leadership team about their aims for children's learning in each room.
- The deputy manager took part in a joint observation with the inspector and assessed the quality of teaching and learning.
- The inspector spoke with parents, staff, children and met with the nominated individual from YMCA Bournemouth during the inspection taking account of their views.
- A sample of documentation was checked, including staff records and qualifications.
- The inspector observed the quality of teaching across the Pre-School and the impact this has on children's progress.

We carried out this inspection 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.

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