

# Inspection of Ready Teddy Go Pre School

Thorpedene Community Hall, Delaware Road, SHOEBURY, Essex SS3 9NW

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Inspection date: 31 January 2020

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

Children thoroughly enjoy their time at pre-school. They are exceedingly motivated to learn, and flourish in the nurturing care of highly skilled staff. Children are curious and are fully engaged in exciting activities. For example, in small focus groups, they investigate which of their items will sink or float in a giant container of water. Children roar with laughter as elastic bands that they thought would float sink slowly down. They watch fascinated as cotton wool balls slowly absorb water. Children learn early mathematical skills as staff intelligently introduce these and extend learning even further. For instance, children enthusiastically divide their items into even groups and estimate the total number. Children feel safe and secure as staff encourage and praise them for trying really hard.

Older children relish their weekly outings to the woods nearby. They explore their local environment and nature through fantastic activities. For example, they make dens and climb trees. Children learn to identify trees by their leaves and make bark rubbings. They have tremendous fun pond dipping. Children enjoy the walk there and back and are hugely excited to see trains from the top of the hill. They return exhilarated and confidently describe their trip.

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

- Children challenge themselves physically outdoors. For example, they pull themselves up on ropes to reach the top of a slippery slide. They are highly motivated to try and queue up patiently to have their turn. Children persist and are soon doing this independently. They also master using stilts and a wobble board. Staff expertly help children to do things on their own. They give them instructions that they follow with focused concentration. Children beam with delight when they succeed.
- Partnerships with parents are excellent. Parents are thrilled with the support and care they and their children receive from staff. They comment that they 'would be lost without them'. Parents appreciate how quickly their children settle when they first start. They value the communication they receive from staff and work together on children's next steps at home.
- Children are extremely well behaved. They are highly cooperative during group activities and follow routines independently. For example, they wait patiently for staff to call their group to wash their hands before snack time. They immediately sit down when they have finished. Children happily make decisions about what they would like to eat and peel their own fruit. They pour their own choice of drink. Children clear up after themselves and are polite and considerate.
- The manager is ambitious and has plans to develop areas in the pre-school to provide children with further care and support. She is reflective in her practice and continuously seeks feedback from staff, parents and children. The

committed team of staff strive to constantly enhance their skills and expertise. They attend training initiatives and courses. They are a close knit team and happily take on supervisory roles that they dedicate themselves to. They are exceptional role models to children.

- Children with special educational needs and/or disabilities are particularly well supported. Staff are instrumental in helping parents to get support from outside agencies. They guide them so that children make significant progress. Staff put strategies in place and follow care plans to include children in all aspects of pre-school life. For example, staff provide individual support for children during circle time. Children enjoy the social interaction and exciting stories and singing. They learn the words 'tiger' and 'leopard' and know which have spots or stripes.
- Children form very strong bonds with staff. Staff are kind and affectionate. The key-person system is strong and staff use their knowledge of children well to plan their next steps for learning. However, occasionally, staff do not always maximise learning opportunities in all areas of the setting. For example, staff have not considered a wider range of resources in the home corner to build on children's excitement to learn.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff fully understand their responsibilities to safeguard children. They are confident and knowledgeable in identifying and addressing concerns relating to safeguarding or wider child protection issues. They attend ongoing training and discuss updates in supervision meetings to refresh their knowledge and keep up to date. They make sure that children are safely collected by parents and carers. For example, they insist on a password when different people collect a child at pick-up time. Leaders conduct safer recruitment procedures and check that staff remain suitable in their roles.

## **What does the setting need to do to improve?**

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

- explore ways to maximise learning opportunities throughout the pre-school to make the most of children's enthusiasm to learn and drive children's progress to the highest levels.

## Setting details

<b>Unique reference number</b>	119511
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10072331
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Cardy, Susan Lorraine
<b>Registered person unique reference number</b>	RP512590
<b>Telephone number</b>	01702 584817
<b>Date of previous inspection</b>	2 February 2016

## Information about this early years setting

Ready Teddy Go Pre School registered in 1999. It operates from a community hall in Shoeburyness, Essex. The pre-school employs nine members of staff, including the manager, who holds early years teacher status. One member of staff holds an appropriate early years qualification at level 6, one at level 4, five at level 3 and one at level 2. The pre-school opens Monday to Friday during school term times only. Sessions are from 8.45am and 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Doherty

## Inspection activities

- The manager took the inspector on a tour across all areas of the pre-school to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held discussions with the manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working in the pre-school.
- The manager completed a joint observation and evaluated an activity with the inspector.
- The inspector spoke to parents during the inspection and took into account their views.

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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