

Inspection of Teddies Pre-School Ltd

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

Inspection date: 10 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

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 demonstrate that they are happy and settled throughout their time at this setting. Children develop positive relationships with their peers and play respectfully together. They call out to their friends and initiate play. Children also sit together and take part in a sociable lunchtime. Staff help children to navigate thoughtful interactions as they discuss their lunch items. Children form friendships within a calm and positive environment. This helps and supports children's well-being.

Children enjoy many different activities and resources. They share books, sing songs and explore both the inside and outside areas. Older children are developing a love of reading. They are exposed to books again and again so that they become familiar with the stories and can then join in. Staff make story times engaging and fun. Learning is meaningful for the majority of children and often tailored towards the children's interests. Staff take the time to get to know children and their families before children start. This helps children when joining the pre-school and supports them to form strong attachments to their key person. Children manage their emotions well. For example, when there are disagreements over toys, children seek adult intervention rather than choosing to react.

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

- Leaders have thought carefully about how to implement activities to encourage children to be independent and manage their self-care. All staff encourage children's independence. Children have many opportunities to manage their own care and solve problems with staff guidance. Children are building their resilience and problem-solving skills to help them later in their life.
- Children speak positively about their time in the setting. They demonstrate that they are happy and feel safe. Children and staff celebrate achievements throughout the session. This helps children to identify what makes them unique and shape their identity.
- Staff identify children's emerging needs and work collaboratively with agencies to support children. Children with special educational needs and/or disabilities and their families are supported by staff and the setting's special educational needs coordinator. Staff follow up and implement interventions to ensure children achieve as well as they can.
- Leaders recognise that children have been impacted by the COVID-19 pandemic and have planned for any gaps in children's development. For example, opportunities to practise balancing have been provided for both inside and outside the setting. Staff have also recognised that some children are reluctant to make marks so they have adapted activities for children to explore this. This makes learning more appealing to children. As a result, more children have

accessed this activity and are developing their pencil control.

- Staff support children in order to keep them safe. For example, they remind children to walk inside so that they do not fall over. Overall, children behave well. However, on occasion, some children do not display consistently positive behaviour and attitudes towards learning. At times, staff do not effectively share their high expectations of the children with them. This results in some children becoming quietly distracted. Therefore, they occasionally miss out on some of the learning opportunities available.
- Leaders and staff explain what they want the children to know and how this prepares children for their next stage. Although activities and resources are engaging and inviting, some children do not have the same opportunities to share stories and develop an early love of reading. Occasionally, younger children flit between resources and do not experience the stories or as many high-quality interactions as their peers.
- Staff develop strong bonds with the children who attend the setting. As they know the children well, they can talk confidently about the children's interests and how they identify and plan for the children's next steps.
- Parents speak highly of the care and learning that staff provide. They explain how their children have settled in and built relationships with staff and children. They enjoy receiving updates on their children's development via an online sharing platform. Parents have stopped entering the setting since the pandemic. Staff have found new ways to communicate with parents, for example through emails, the online platform or in person at the gate. Parents are also invited for a parents' afternoon to find out about their child's progress.

Safeguarding

The arrangements for safeguarding are effective.

The leaders and staff are knowledgeable and can identify risks of harm to children. They complete regular risk assessments of the premises, which helps to keep children safe. Staff are vigilant and know what to do if they have concerns. Staff are aware of risks and dangers to children and families in the local community. Leaders have systems in place to ensure that staff are suitable to work with children. They create a culture of safeguarding. Staff complete statutory training and use this to inform their practice. This ensures that children are safe in their care.

What does the setting need to do to improve?

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

- develop staff's skills in using effective strategies to reinforce positive attitudes towards learning, to help fully engage all children in the opportunities available
- strengthen the interactions between staff and younger children so that all

children develop a love of stories and further extend their language development and vocabulary.

Setting details

Unique reference number	EY243151
Local authority	Kent
Inspection number	10263356
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	45
Name of registered person	Teddies Pre-School Limited
Registered person unique reference number	RP903459
Telephone number	07974 261685
Date of previous inspection	28 April 2017

Information about this early years setting

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 six members of staff, four of whom hold appropriate early years level 3 qualifications.

Information about this inspection

Inspector

Linzi Bradbury

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum and what it is they want the children to learn.
- The inspector spoke to several parents during the inspection and took their views into account.
- Children spoke to the inspector.
- The manager and inspector conducted a joint observation together.
- The inspector held discussions with the manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates. The inspector checked evidence of the suitability of staff who work closely with children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.

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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