

Inspection of Teagues Bridge Pre-School

c/o Teagues Bridge School, Teagues Crescent, Trench, Telford, Shropshire TF2 6RE

Inspection date: 26 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

All staff have high expectations for all children that attend this caring and nurturing pre-school. Their mission is to support children to be confident learners who fully immerse themselves in play. Children demonstrate that they are happy and secure at this setting. The atmosphere in this pre-school is calm and relaxing as children freely explore and choose which activities they engage with. Children quickly settle into the well-established routines of the pre-school and happily greet their friends. They are confident and ask staff and visitors to join in with their play. For instance, they hide an animal figure behind their back, and offer descriptive features of their animal, until the visitor is able to identify it. They squeal with excitement when she guesses correctly and eagerly collect another animal to repeat the activity.

Children demonstrate good concentration and resilience in problem-solving. For example, when they struggle to stand up their play figures, they do not give up. They accept staff suggestions, such as, 'place them down gently' or 'stand them on a smoother surface'. They persevere until they are successful. Children's behaviour is good. Staff model positive behaviour and explain clearly to children why some behaviour is not acceptable. For example, they take time to discuss strategies with children to share resources fairly. All children make good progress in relation to their individual starting points.

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

- Managers explain that through the implementation of the curriculum, children begin to develop a secure sense of self and what makes them unique. However, during some group activities, staff do not always closely consider the learning intentions and full potential of individual children to ensure they all make the best possible progress.
- Healthy lifestyles are promoted well, children are able to try a variety of healthy snacks and experience outdoor play daily, where they can move their bodies in a variety of ways. Children, independently and without prompts from staff, wash their hands before eating and after using the toilet. They learn about good oral hygiene routines. For instance, staff talk to children about the correct way to brush their teeth using the large teeth and toothbrush props. They use good positional language as they demonstrate going 'up' and 'down' and then 'left' to 'right' with the toothbrush.
- Children's love of reading is promoted very well. Story themes are embedded into the curriculum and children can be found in the reading corners looking at books independently. Routines, are planned each day where staff provide group-reading experiences, with puppets and resources to ignite children's interest and love of reading.
- Children learn about similarities and differences that promote their

understanding of equality and diversity. For example, children engage in meaningful conversations when playing with toys that promote equality and diversity, such as small-world people with visible disabilities. Teaching of the British values of diversity and equality is strong at this inclusive setting.

- Children have a wide range of resources available to them inside the pre-school. Resources are on low shelves, so that children can access them easily. Staff support toddlers to investigate and explore different resources as they play. However, at times, the staff are not as able to recognise when play areas need replenishing, to ensure they are consistently inviting to children to support their learning experiences.
- Managers and staff recognise that parents interact in many different ways. They use a variety of methods to communicate with parents, such as daily updates, regular parents' meetings and newsletters. Staff allow parents to borrow a variety of books and resources to help them with a range of topics, such as toilet training and sleeping routines. Partnerships with parents are strong. Parents comment on the truly amazing care and attention their children receive when attending this setting.
- Managers carry out regular supervisions with staff, where they discuss training needs, staff's key children and staff well-being. Staff training is well focused to benefit children. For instance, staff have attended training on how to effectively support children's speaking and listening skills.

Safeguarding

The arrangements for safeguarding are effective.

All staff are knowledgeable about child protection matters and understand how to keep children safe. They know the procedures to follow if they have concerns about a child, including safeguarding issues, such as the 'Prevent' duty, witchcraft or county lines. All staff and committee members have had refresher training to ensure they fully understand their roles and responsibilities. Managers and staff find out about children's medical and dietary needs when they first start. This helps them to promote children's good health. Daily safety checks are made to ensure a safe environment for children to play.

What does the setting need to do to improve?

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

- support staff to develop the already good-quality teaching and to extend children's learning during the implementation of the curriculum to the highest level
- encourage staff to review the organisation of the play environment on a regular basis to ensure children's play areas are welcoming and remain fully resourced, to ensure that quality learning experiences are consistently maintained.

Setting details

Unique reference number	208264
Local authority	Telford & Wrekin
Inspection number	10233569
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	43
Name of registered person	Teagues Bridge Pre-School Committee
Registered person unique reference number	RP522520
Telephone number	01952617190
Date of previous inspection	9 February 2017

Information about this early years setting

Teagues Bridge Pre-School was registered in 1997. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and 2. One holds a level 5 and one a level 6 qualification. The pre-school opens Monday to Friday, term time only. Sessions are from 8.00am until 11.45am and 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the setting.
- The managers and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- A manager and inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation.
- Parents shared their views of the pre-school with the inspector.

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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