

Inspection of Teddybears Preschool

St Michaels Mount Community Centre, St Michaels Road, Hitchin SG4 0QA

Inspection date: 17 September 2024

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 come in happily and show their enjoyment of being at this welcoming setting. Staff use information gathered on home visits to ensure that children's favourite toys are available. This contributes significantly to helping children settle and they build secure, trusting relationships with staff. Children respond to staff's high expectations and often mirror their positive, supportive approaches. For example, children playing with water encourage others to try putting animals down the water pipes. They show them how to put water down as well, stating 'You try'. Children persevere at this and celebrate together when they succeed.

Children mirror staff's behaviour and show care and concern for one another. They readily share toys and take care when playing together. For instance, older children help younger ones to get on and off the see-saw. Staff take care to ensure that all areas used by children are safe. They talk with children and help them understand safety issues. For example, children understand how to use the large play equipment safely. Staff support children well in gaining a good understanding of healthy practices. For example, while eating snack, children look at a book about oral hygiene. They discuss this and go on to examine model teeth, cleaning these with toothbrushes.

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

- Staff demonstrate a genuine enthusiasm and commitment to their work. Their commitment is evident in their dedication to understanding each child and making sure that all children make good progress. They use additional funding effectively to further support children's development. Staff receive regular, practical supervision that enables them to review and develop their practice.
- Staff use their assessments well, enabling them to understand children's learning and plan their next steps. Their good knowledge of each child enables staff to offer them play opportunities that relate to their interests. Robust monitoring of children's progress means that any weaker areas are quickly addressed. Staff work well with other professionals and involve them at the earliest opportunity. This helps to ensure that children with special educational needs and/or disabilities receive pertinent support.
- Staff support children's language and communication skills well. Younger children use basic signs, a visual timetable and props to aid communication. These methods particularly support children who speak English as an additional language and they make good progress. Older children practise their good language skills, for example, as they explain their play. Children playing with dry pasta state 'We're making hippo soup for hippos to eat.'
- Staff make good use of children's interests. For example, children interested in animals build physical skills as they use tweezers to select toy animals. They

arrange animals in order of size, correctly stating which is the biggest and the smallest.

- Daily play opportunities support children in gaining a good awareness of diversity. For instance, children make a role-play airport and decorate this with flags. They discuss the different countries, working with staff to look up information about landscapes and traditions.
- Children of all ages access books and show their enjoyment of these. Staff read enthusiastically and skilfully maintain children's interest. Younger children listen intently to a story about a favourite character, eagerly joining in with the associated song. Older children become immersed in a book about emotions. They add their own contributions, explaining what makes them feel sad, angry and happy.
- Staff pay attention to routines and generally vary these according to children's needs. For example, lunchtime for younger children reflects their need to eat earlier. However, on occasion, staff follow daily routines more rigidly, such as at times of transition between activities. At these times, children who have become absorbed in their play are interrupted and cannot continue this and pursue their lines of thought and learning.
- Staff work exceptionally well with parents and this is a key strength. They offer parents many ways to communicate. For example, through a regular stay-and-play session, where parents can observe children's play and talk with their key person. Staff support parents in extending children's learning at home. For instance, they provide home learning bags that are tailored to meet the needs of each child.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review daily routines, such as at times of transition, so that all children remain involved and have opportunities to continue their play when appropriate.

Setting details

Unique reference number	EY500035
Local authority	Hertfordshire
Inspection number	10351774
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	45
Number of children on roll	29
Name of registered person	Fairey, Jacqueline
Registered person unique reference number	RP900985
Telephone number	07582 016 125
Date of previous inspection	16 October 2018

Information about this early years setting

Teddybears Preschool re-registered in 2016. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including one who has an early years degree. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 2pm on Monday to Wednesday, and from 8am until 1.30pm on Thursday and Friday. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of 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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