



Teddy's Nursery

Inspection report for early years provision

Unique Reference Number	EY232215
Inspection date	15 May 2006
Inspector	Sandra Hornsby
Setting Address	18 Green Dragon Lane, Winchmore Hill, London, N21 2LD
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Registered person	Barbara Jane McLoughlin
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Teddy's nursery is a privately run nursery. It was registered in 2003. It operates from a converted house in the residential area of Winchmore Hill in the London Borough of Enfield. A maximum of 31 children may attend the nursery at any one time. The nursery is open from 8:00 to 18:00 for 50 weeks throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 61 children aged 6 months to 5 years on roll. Of these, 26 children receive funding for nursery education. The nursery has systems in place to support children with learning difficulties and/or disabilities, and also supports children who speak English as a second language.

The nursery employs 12 members of staff. Of these 8 hold appropriate early years qualifications, and 2 are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The younger children are being cared for in a clean and hygienic environment. The older children use rooms upstairs, however the carpeted flooring is not being maintained to the same hygienic level as the downstairs wooden flooring. The staff use gloves when changing children's nappies and anti bacterial spray when cleaning high chairs. The nursery has a sickness policy and medication policy that parents agreed to, this helps to prevent the spread of infection among the children. All staff hold a current first aid certificate, which means they can give appropriate care if children have accidents. Children are protected from the sun as staff apply sun cream and encourage the children to wear sun hats.

All staff are aware of the children's dietary requirements and ensure they are offered healthy and nutritious meals and snacks. Children are offered a good range of meals that are freshly cooked on the premises, with fresh ingredients. Lunch times are a social occasion, where the whole nursery eat together, and have fun talking about the food. However the older children are not offered opportunities to serve themselves, develop independence, and make decisions about how much they can eat.

The young children's needs are being met very well by staff who ensure their emotional well-being is nurtured. Babies and young children receive warmth and affection which gives them the confidence and security to explore the environment. The children are offered rest and exercise according to their needs and routine.

All children have opportunities for outside play, and babies and toddlers are accommodated well with sit and ride toys, sand tray and baby walkers, all suitable for their stage of development. The older children have access to a selection of resources, such as bikes, a climbing castle, sand and water, which supports their basic physical needs and skills. However there is little purpose to their play, and they are not offered opportunities and support to develop their individual physical skills. Planning is not devised to help develop individual physical skills, and there are few challenges set to extend children's abilities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The hallway, toddler room and baby room are warm, welcoming, and brightly decorated with children's work and appropriate posters. This helps children and parents feel at ease and comfortable in the nursery. The play areas here are organised so children can have safe and easy access to toys and resources without fear of hurting themselves. However the organisation of resources in the pre-school rooms prevent children from having free access to resources. The areas are poorly resourced, for example all children play with one activity at one table organised and led by staff, if children wish to move there is nothing else for them to do. Consequently this prevents children from being able to make choices and decisions about their play, have fun and explore their environment independently. The children play in a safe indoor environment, where staff have carried out risk assessments and have good regard to children's safety, this includes having access to suitable toys and equipment. However the garden activities have not been adequately risk assessed. The climbing frame is placed on concrete slabs, which presents a risk if children fall. Most fire precautions are in place but some rooms do not display the fire evacuation procedure, so parents and visitors may not know what to do in the case of an emergency. The staff demonstrate a basic understanding about child protection issues which helps them to protect children from harm and neglect. Some staff have attended training and most policies and procedures are in place. However a procedure relating to allegations against staff members is not in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The younger children are generally offered a good selection of resources and play opportunities to help them to progress and learn new skills. The young children benefit as staff are aware of their stage of development and pitch activities at a level that challenges and stretches their imagination, creativity and physical skills. The children enjoy story time where they join in with enthusiasm and excitement, where staff become very involved in the book, using different voices and sounds. Consequently children are interested and learning to listen, they join in with familiar words and sounds so they are beginning to respond and make meaning to words. However, when staff are busy preparing lunch tables and toileting the children wandered around the room with little purpose. The older children have access to an environment upstairs, it is decorated with children's work and some photographs. The older children's basic developmental needs are being met, but they have a limited selection of resources freely available to them.

Nursery Education

The quality of teaching and learning is inadequate as staff and managers have an inadequate knowledge and understanding of the Foundation Stage Curriculum.

Planned activities are adult led, basic and uninspiring, for example stickle bricks presented in a box on a table, wooden bricks, and naming shapes. Some children are bored as they are not kept interested and are not adequately challenged. The children are not given consistent opportunities to explore and experiment, as activities are not ongoing. Interesting activities, such as attending the fire station and

watching caterpillars and butterflies occur once, and the children enjoy these. However there is little evidence that staff are following the activity through, extending and challenging the children's thinking. When staff do bring outdoor activities inside for example the car wash activity, it is not well planned and poorly resourced. Children are not benefiting from having choices and being able to make decisions about what they want to play with. The children are confident, and demonstrate good social skills during activities, for example talking and listen to their peers at circle time, and talking about having been on an aeroplane. They are able to carry out their personal care tasks such as using the toilet and washing their hands, however, children's independence is not supported at meal and snack times when food is served by staff. The children behave well, and co-operate with instruction from staff, they sit at adult led activities for long periods of time, and comply with the activity that has been presented to them, for example work books. Children's listening skills are good, and some talk confidently to their peers and the staff. Children enjoy the well read stories chosen by staff, but they show no interest in the books that are stored unattractively in a crate to one side of the room. Children are not learning to become confident writers. There are few resources available for the children to explore and experiment with mark making, and to use writing in role play and everyday situations. Some children are at the stage where they can recognise and spell and sound their own names, but they are not given opportunities to practise this skill. The sound shelf used for children to explore sounds and relate the sound to real life things is too high, so children are not able to use this resource independently, and spontaneously. Consequently, the adult led activity is structured and planned, and does not help children to explore and experiment with language at their own pace. Children have basic concepts regarding shape, colours, and size, which is promoted through work books and adult led activities. Staff use worksheets to help children learn about numbers and letters, however this limits children's opportunities to write for themselves, and practise their handwriting in everyday activities.

There are few practical, free play activities which help children understand about mathematics in the real world. Teaching is poor, and there are areas of weaknesses in areas of learning where the opportunities to extend children's learning are not addressed by staff. Children's achievements are limited and basic because there are no systems in place to monitor their progress towards the early learning goals, or planning to meet their individual needs. Staff are not able to comment on the children's stage of development, therefore they are not able to help children to progress to the next step. Consequently older and more able children are not effectively challenged, and younger less able children not adequately supported. Children are not being questioned or challenged on their existing knowledge and abilities. Children are offered very limited opportunities to use their imagination, creativity and their sense of curiosity.

Helping children make a positive contribution

The provision is satisfactory.

The young children's individuality is respected and valued. Babies and toddlers routines are followed and they are able to sleep and eat when they need to, rather than dictated by nursery routines. The young children benefit as staff work closely

and communicate with parents regularly. The completion of documents ensures all staff have information about the children in their care. Siblings from all age group rooms are able to have daily contact with each other throughout the day, providing reassurance and continuity. The older children are benefiting as staff have a reasonable understanding about the children in their care. The children interact well together, and are praised when they complete tasks, this promotes their self esteem. Staff manage behaviour in a positive way, and as a result children are respectful and behave well. The staff have a sound knowledge and have systems in place to support children who have disabilities or English as a second language. Play materials, photographs and resources reflect the local community and children have opportunities to learn about and accept differences.

Partnership with parents and carers is satisfactory. Parents are made aware of the Foundation Stage Curriculum through leaflets, and by staff in the nursery planning. The information is general and is limited in respect of early learning goals and stepping stones. Parents, however are informed on a daily basis about their child's progress, how they have been and what they have been doing. Parents are encouraged to take home completed art work that their children have done, and to talk about what they do at home with their children. The parents feel welcomed into the setting, and are comfortable asking staff questions about their children's progress. However there are no formal systems in place to help parents see how their child is progressing towards the early learning goals or the steppingstones as staff are not confident with this curriculum. The staff keep parents up to date and informed about nursery events and planning through newsletters, the notice boards, parent consultation evenings and photographs. .

Spiritual, moral, social, cultural development is appropriately fostered. The children relate easily to each other and behave well.

Organisation

The organisation is satisfactory.

The children have access to a mainly safe and welcoming environment, where staff present toys and equipment and activities that support children's basic skills and learning. Information about the children is maintained by staff, consequently this protects children's welfare and supports their care. The recruitment procedure is in place, as the provider takes up references on new staff and ensures that adults who have not yet been fully vetted are never left unsupervised with children. This protects children's well-being and safety. The recruitment procedure is presently being reviewed by the proprietor to further protect children in her care. Although most of the required documentation is in place, some policies and procedures lack detail, for example the child protection procedure in the event of an allegation against a member of staff, and the correct address in the complaints procedure.

Leadership and Management are inadequate. The manager and proprietor have inadequate knowledge of the Foundation Stage Curriculum, and not able to support and advise staff in presenting this curriculum. Although the manager and provider have identified the weaknesses of the setting, the systems to monitor the standard of

teaching is not effective. The need for staff training is being addressed by the provider. Systems for planning and assessing do not ensure that children's individual learning needs are met, and communication with parents is mainly verbal, with little written evidence of their children's progress through the stepping stones towards the early learning goals.

The setting does not meet the needs for the range of children for whom they provide.

Improvements since the last inspection

The Daily register did not record times of arrival and departure, however records seen now indicate children's times of arrival and departure. There were weaknesses identified regarding staff's knowledge and recording of child protection concerns, so staff attend up to date training in child protection. The trained staff feedback at staff meetings to ensure all staff are up to date with changes and new policies and procedures. The provider is reviewing her documents and will extend her child protection policy.

Complaints since the last inspection

Since April 2004 there have been five complaints, three of which were anonymous, relating to National Standards 1, 7, 11 and 12. The complaints related to the suitability of the provider and other staff on the premises, hygiene, behaviour management and working in partnership with parents to resolve complaints. Ofsted investigated all complaints with unannounced visits and, at the time each investigation was closed found the provider met the national standards. The provider remains qualified for registration. The provider has made a record of the complaints in their complaint record. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children given opportunities to carry out tasks which promotes independence, such as using the toilet and serving themselves during meal times (also applies to nursery education)
- ensure fire evacuation procedures are displayed in all regularly used areas within the nursery setting
- ensure all activities in the garden are risk assessed and hazards identified and acted on immediately to protect children's welfare and safety
- ensure organisation of the play areas allow children to have access to toys and resources to support their learning and development(also applies to nursery education)
- ensure policies and procedures include all up to date and relevant information to support the care and welfare of the children, for example child protection and recruitment procedures

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop staff's knowledge and understanding of the Foundation Stage Curriculum.
- develop and implement systems that help manager's identify and address areas of weakness in relation to presenting the Foundation Stage Curriculum

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk