



## **Teddies Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	508105
<b>Inspection date</b>	13 October 2006
<b>Inspector</b>	Susan Elaine Heap
<b>Setting Address</b>	Hospital Grounds Rochdale Road, Oldham, Lancashire, OL1 2BA
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<b>Registered person</b>	Network Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Teddies Day Nursery is one of several nurseries run by Network Nurseries Ltd. It opened in 1993 and is situated in the grounds of Royal Oldham Hospital. It operates from four rooms in a purpose built single storey building. A maximum of 56 children may attend at any one time. The nursery is open Monday to Friday 07.30 to 18.00 hours, all year round and closed for one week at Christmas. All children have access to an enclosed play area. The nursery provides care for children of hospital staff as well as children from the local community.

There are currently 44 children aged from six months to under five years on roll. Of these, 10 children receive funding for early education.

The nursery employs nine members of staff. Of these, eight hold appropriate early years qualifications and two of these, are working towards NVQ level 3 in Childcare and Education.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a warm, clean environment where the staff promote good hygiene practice. For example, tables are wiped down before and after snack with anti-bacterial spray, bedding is laundered daily and staff wear protective aprons and hats when preparing or serving food. This contributes to children's health and safety and minimises the risk of cross-infection. Children understand the importance of good hygiene and personal care, such as washing their hands after visiting the toilet and before eating, as this forms an integral part of the daily routines. They confidently get a tissue to wipe their nose and dispose of the soiled tissue in the waste bin, and know to put their dummy in a jar in their tray on waking. There are clear arrangements to care for children to ensure consistency and safety in the case of administering medications. For example, only the three members of the management team give medication with parental consent. Children rest and sleep according to their individual needs and follow their normal daily routine. Even the newest and youngest child, confidently snuggles into a member of staff on waking.

Staff strive towards ensuring that children benefit from the provision of a healthy and nutritious diet. This has improved through the recent introduction of more fresh fruit and vegetables during the day. For example, children happily make their choices from the slices of melons, apples or tangerines for their mid morning snack and enjoy slices of pepper, tomatoes and carrot batons at tea time. They are becoming aware of their own needs and confidently ask for more melon or another piece of fruit. However, due to the physical constraints of the setting, the main meal of the day is chosen from the menu supplied by the hospital kitchen. Current menu planners show that the majority of the meals offered mainly consist of processed foods. This impacts on the quality of children's overall diet.

Children participate in a range of physical play experiences, which help them develop confidence and control in their movements, as this is planned for in the daily routines. Each day they have access to equipment to develop their physical skills, such as kicking balls, playing catch or walking on stilts. Babies are supported by staff and have space to kick and roll and pull themselves up with the furniture. They beam with delight in the verbal praise and smiles they receive from the staff.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe indoor environment where the staff take some positive steps to keep children safe. Visual risk assessments of the indoor and outdoor areas are completed daily and written policies and procedures are in place which the staff team generally follow in practice. This ensures that children are able to move around safely and freely. Staff are vigilant and children's times of arrival and departure are closely monitored, and they ensure that external gates are locked to prevent unauthorised access while children are playing outside. They take positive steps to ensure children are beginning to understand how to keep themselves safe. For example, they give gentle reminders that children should sit down when using scissors, and

not to jump on the bathroom floor when it is wet, as they might slip and fall. However, fire drills are not practised regularly which compromises children's safety as they do not become familiar with what to do in an emergency.

The staff team provide a warm and welcoming environment. Parents and children are greeted warmly by name each day which gives children a sense of belonging. Children are able to move around independently in the setting as the space in each room is organised to provide different areas for play and for rest. Children's play and development needs are met through the provision of a suitable range of toys and equipment. Low-level storage units or boxes in each of the rooms enables children to make some choices in their play and develops their independence.

Children are protected well as the staff know and understand the setting's policies and procedures to protect children. They know to report any concerns to the manager and she equally understands her responsibility in ensuring that child protection concerns are dealt with promptly and appropriately. There is a clear child protection statement in place which follows the Local Safeguarding Children's Board procedures.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children settle well and enjoy their time at the setting. Staff generally interact well with the children and support their care, learning and play needs. The staff team use their knowledge to plan and provide a range of activities that support children's play and learning. For example, children are suitably occupied through the range of activities on offer, such as the home corner area, construction, collage, junk modelling, painting or physical play. The 'Birth to three matters' framework is used to devise play plans for children where focused activities are planned into the daily routine. This ensures that activities are appropriate to the child's stage of development and that children are able to explore a variety of materials. However, staff do not always make effective use of observations of children's play and assessments to inform future planning.

Children are valued and are listened to by the staff team who support their play and learning. Warm and positive relationships are evident between the children and the staff. As a result, children develop confidence, self-esteem and become confident communicators.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The staff have a sound knowledge and understanding of how children learn and are steadily growing in confidence in their delivery of the early learning goals. A variety of teaching styles are used and children have opportunities to work on a one to one basis with a member of staff or in small and large groups. The activities and experiences provided for the children sufficiently cover the six areas of learning, however, some areas are not given sufficient attention. This means there are gaps in children's learning and experiences. Planning and evaluation of activities are in place and show that staff make some observations of children's play but this does not always successfully link to show how they plan to extend individual children's learning and development.

Children enter the setting confidently, happily leave their parents and quickly settle into the familiar routine. They have happy and relaxed relationships with the staff who listen to them and generally respond appropriately. They frequently talk about their home, family and friends and special events during circle time. Children are beginning to use language for thinking. For example, a child asks, 'for more fresh air in the football' because it is soft. They behave well, and are developing their independence and show a willingness to help others. However, children's sense of community is under developed as they have few opportunities to visit their local community or engage in sufficient activities to fully develop their understanding of diversity and the wider community.

They enjoy daily planned story time and are developing confidence as they join in a favourite song or competently count from one to 20 in English or one to 10 in French. They enthusiastically join in songs such as 'I am a big hairy spider' or 'Incey Wincey spider' which link to the current theme of 'All creatures great and small'. They are developing their imaginations well when playing in the baby clinic with a member of staff. They have some opportunities to mark make within the writing area but less opportunities to mark make independently. For example, paper and writing materials are not readily available in the role play area.

Children's opportunities to become more independent are not always given sufficient attention. For example, children do not routinely help set the tables for lunch or count cutlery and crockery to enable them to use maths in everyday situations. However, they are introduced to weight, measure and size when baking and in planned activities, and they use positional language, such as under and over, in their play. Resources and activities to support children's knowledge of technology are available and planned for, but children cannot always access this as the mouse is currently broken. Children have opportunities to build in the construction area but they do not often visit this area as the space is limited. They are interested in exploring and investigating and describe what they observe. For example, they go outside to look for spiders following an activity linked to the current theme, or when a child excitedly points to the moon in the sky saying 'Look, there's the moon! It's not a big one, it's a half one'.

Children explore a variety of media, such as sand, water, play dough and paint. A range of tools requiring hand and eye co-ordination allow children to demonstrate good levels of skill and control. For example, as they use scissors or thread buttons onto laces. They can judge their body space accurately as they adjust their speed when running up and down the pathway or negotiate a space on the carpet at circle time taking care not to squash anyone.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are valued as individuals and the staff team are able to work closely with parents and other professionals when needed, to ensure each child's individual needs are met. There is an adequate range of resources which contributes to increasing children's awareness of diversity. Relationships between children and staff and each other are generally good which ensures they settle and enjoy their time at the setting. Children wait patiently for a turn while playing with the skittles and sometimes are able to resolve differences between themselves. For example, a child negotiates with another child when he wants to use a different pair of scissors. Staff use verbal praise and encouragement appropriately to promote good behaviour and rewards,

such as stickers to re-enforce this. One child proudly shows her mother the sticker she has received for helping staff tidy up. This helps develop children's confidence and self-esteem. As a result, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers regarding children's nursery education is satisfactory. There are some systems to involve parents in children's learning, such as newsletters with information about topic work or activities they can try at home, or parents evenings where children's assessment and development records are shared. However, these have not been effectively continued or developed which results in a lack of information being shared to effectively support children's learning.

Children are admitted gradually which enables the staff to build up good relationships with children and parents and ensures children settle well. There is a variety of written information available for parents via the policy and procedure file, daily record sheets or diaries. There is also an open door policy where parents can discuss their children's needs at any time. As a result, staff generally keep them informed of children's progress. Parents praise the staff team for the care and support they offer their children. They state they feel their children are well cared for, safe and secure.

## **Organisation**

The organisation is satisfactory.

The leadership and management within the setting is satisfactory. Children are cared for by a staff team who have a sound understanding of their roles and responsibilities in helping children enjoy and achieve. Recent changes in the management team have identified areas for improvement and development, both within the setting and for the staff team, to improve outcomes for children. However, the monitoring and evaluation of the nursery education is not sufficiently secure to ensure continuous improvement. For example, there are some gaps in the planning which means that some aspects of the nursery education are not given sufficient emphasis. The setting receives support from the early years advisory teacher.

Children benefit from being cared for in a provision where the majority of staff have appropriate early years qualifications. There are clear induction procedures in place for new staff which ensures that they understand and follow the setting's policies and procedures. The daily routines and deployment of staff are organised to provide children with a balanced range of activities when playing and ensures their safety. The staff work well as a team to promote children's health, safety, emotional well-being and ability to enjoy and achieve.

Records detail the individual requirements of each child and include relevant consents and contacts. All the legally required documentation and policies and procedures are in place which promote the safety and well-being of the children present. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the setting was asked to improve sensory opportunities for children under two, increase resources reflecting all aspects of equal opportunities and ensure all staff are aware of the child protection procedures.

These have all been completed and have improved the quality of children's care, safety and learning.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 satisfactory.

### **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):

- review menus to ensure that children are provided with healthy and nutritious meals which reflect the principles of healthy eating
- ensure fire evacuation drills are practised regularly
- ensure that observations of what children do are used to plan the next steps for their play, learning and development
- develop opportunities to raise children's awareness of diversity. (also applies to Nursery Education)

#### **The quality and standards of the nursery education**

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

- improve systems for the evaluation of activities, ensuring that observations of children's play and their individual assessments are securely linked to the stepping stones and

are used to inform future planning to effectively support the learning needs of each child

- improve partnership with parents by developing systems of involving parents in children's learning and by sharing children's assessment records on a regular basis.
- improve leadership and management within the setting by implementing systems to effectively support the staff team in their delivery of the educational provision.

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