



Teddies Nursery

Inspection report for early years provision

Unique Reference Number	113753
Inspection date	01 November 2006
Inspector	Susan McCourt
Setting Address	102 Worth Road, Pound Hill, Crawley, West Sussex, RH10 7DU
Telephone number	01293 613461
E-mail	pughl@bupa.com
Registered person	BUPA Insurance Services Ltd
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Teddies Day Nursery was first registered in 1997 and is part of an extensive chain of nurseries owned by BUPA. It operates from a converted property within the Poundhill area of Crawley. The facility has several playrooms, a sleep room, a kitchen, a milk kitchen and a small enclosed outdoor area. The provision serves the local community.

The day nursery is registered to provide 42 places for children from nought to five years of age. The provision opens Monday to Friday, for 51 weeks of the year, from 08:00 until 18:00.

There is a total of 78 children on roll, of whom 20 are in receipt of nursery education funding. The setting supports children with disabilities and learning difficulties, and those with English as an additional language.

There are 13 staff currently employed within the facility. Of these, 10 are qualified to level 3, three are qualified to level 2, and of those three, two are extending their qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment. The building is regularly cleaned and staff ensure that cross-contamination is minimised by keeping children's personal items such as bedding, flannels and toothbrushes completely separate. Cloths are colour-coded for particular jobs and tables and nappy mats are sprayed and wiped before and after use. The baby area is shoe-free and baby equipment is sterilised. All toys and play materials are kept clean and safe. Children learn good personal care routines and see posters which remind them of when and how to wash their hands. Staff are particularly vigilant during cooking activities. Accidents and the administration of medication is properly recorded to safeguard children's health. The pets in the nursery are kept clean and present no hazard to children.

Children eat very healthily in the nursery. Snacks and meals are prepared fresh daily and served immediately. The menu is varied so that children enjoy a wide variety of foods. The meals are mashed or pureed for babies. Children eat together in a social atmosphere which encourages them to try different foods and to eat more. Any special diet is catered for, and there are numerous systems in place to ensure that all staff are aware of any allergies or cultural restrictions. Children help to lay the tables and they make their own place mats which aids a sense of belonging as well as giving essential nutritional information. Children can be independent at meal times and are encouraged to have good table manners. This provides exemplary support for children in learning good nutritional habits, helping their growth and development.

Children's physical development is fostered well. They take part in a wide range of physical play activities using wheelbarrows, climbing frames and bikes to make their own games and set their own challenges. They also get good support in using scissors, tools and threading to develop their small muscles. Children learn about how their bodies work and what can help them to stay healthy in different themed activities such as dressing for a windy day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery has sole use of the building which has been converted to provide a child-friendly space. Each area has a mix of carpet and washable flooring for different types of play and is close to nappy change and toilet facilities. The baby and toddler areas have direct access to the outdoor area, which is being developed as a learning environment in its own right. All rooms are made bright and attractive with displays of children's work and low storage units where possible. The learning environment in each room is set to provide children with independent access to a wide variety of play equipment, though this is less true of the toddler room which

can be rather bare at certain times of the day. All rooms are well-equipped with appropriate furniture and a wide variety of developmentally appropriate play equipment.

Children's safety is of great importance. All areas and activities are risk-assessed and any hazards are immediately reported and dealt with. Staff carry out daily checks to ensure all areas are safe and there are regular fire drills and checks of fire equipment. The building has various safety gates and hinge protectors installed and all areas are secure because there is buzzer-entry at each door. Staff remind children of how to stay safe such as being gentle, and walking when indoors and staff always give reasons as to why the rule is there.

Staff are trained in child protection and update their training regularly. Staff know who to report to with any concerns that they may have and are aware that the welfare of the child is paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children attending the nursery are grouped by age and stage of development. Babies are well-settled and staff ensure that both baby and parent are comfortable in the nursery by organising individual settling-in periods. Babies follow their own routine and the key-worker plans the activities and play equipment most suited to their stage of development, using the Birth to three framework. Babies relish opportunities for messy play and the exploration of an excellent range of toys and household objects. Babies move up to the toddler room following a careful transition in which the child becomes familiar with the staff and the room. Toddlers, known as little learners, have a good routine which allows for a variety of play experiences as well as regular snacks, meals and a nap-time. Toddlers also have key-workers who choose the activities and experiences most suited to their particular stage of development and continue to monitor progress through the Birth to three framework. Toddlers enjoy free play and also have group activities such as stories and action songs, small group games and adult-led activities. Activities are often planned around themes and may involve community visitors such as the police or a dentist. The pre-school children use a separate area, known as the learning centre. Here children also follow a routine which allows for a wide variety of play, and children can be very independent, choosing their own activities and taking part in the routines of the day: tidying up, laying the table and pouring their own drinks.

All staff throughout the setting are experienced with their particular age range and evidently enjoy the children's company immensely. All children are well-settled and confident and given excellent support that is closely connected to their own developmental path. Staff create individual files which chart the child's growth through the different levels of the nursery creating a full and interesting account of the child's development. Children's independence is well-fostered and they are encouraged to make choices and decisions; to take part at their own pace. Children develop good friendships and are very caring of their playmates.

Nursery Education

The teaching and learning is good. Staff are experienced and knowledgeable about the Foundation Stage and have a sound structure for planning an effective curriculum. The learning

environment is inviting and stimulating, and well-labelled storage ensures that children can be independent in their play. Children enjoy free play for most of the time and set their own challenges using the wide range of play equipment available. Adult led activities are sensitively managed to ensure that children's work is their own, and staff are skilled at pitching their support at the level most suited to the child. This means that children learn at their own pace and sustain their interest, developing good concentration skills. The quality of learning is lessened however, when group sizes grow too large and children cannot take as much of a part as they would like. Staff monitor the children's development regularly and highlight the next stage of learning in the next set of plans, which helps children to continuously build on their learning as they play.

Children are confident learners. They are curious and happy to try new experiences and share their knowledge. They have a good sense of friendship and take care of each other, showing empathy and understanding. Children enjoy helping in the nursery and can take care of their own personal needs. Children are confident communicators. They initiate conversations and pass on information skilfully, as well as share their ideas for co-operative play. Children can link sounds and letters and recognise significant letters. They enjoy stories and books and have lots of opportunities to make marks. Children are encouraged to write their names and other labels for displays.

Children can count up to ten and beyond and can recognise numerals. They spontaneously count during their play and use a good range of equipment that supports mathematical play including calculators, compare bears and scales. Children use mathematical language in their play and enjoy spotting shapes and patterns in their environment. Children help to take care of their nursery pet and can observe nature when they grow plants from seed and handle animals brought in on visits. Children meet different members of the community for road safety or self-care projects and have regular use of a computer and other technological toys. Children share their experiences, dislikes and preferences. They learn about other cultures and religions and are part of a diverse community. Children have good opportunities to explore a wide range of materials in their art and craft work. They have specialist music input, enjoy singing and can recognise favourite tunes. Children enjoy role play and dressing up, building narratives into their play.

Helping children make a positive contribution

The provision is good.

The nursery has an anti-discriminatory approach to equal opportunities and has a designated member of staff who promotes diversity. Posters and images around the nursery reflect the wider world and books, puzzles and play materials come from a variety of cultures. Children's preferences are valued and staff are careful to promote a positive reaction to people's differences. Children have good self-esteem as a result. The special educational needs co-ordinator (SENCO) is experienced in the role and attends regular training to update her knowledge. Staff work closely with parents to ensure that any child's individual needs are met, and will work with other professionals where necessary to ensure that children get consistent support.

Children are well-behaved. Staff have clear expectations about children's behaviour and give clear and simple messages about what to do. Children know what the boundaries are and rarely present any challenge. Staff give praise and encouragement and try to phrase their interventions in a positive way so that the child is more able to meet expectations.

The partnership with parents is outstanding. The nursery places a high value on parent's input and experience. Parents receive excellent wide-ranging information about the nursery and the settling-in procedure is suited to each family's need. Staff gather the information they need to ensure that they can provide consistent care and give feedback about the child's day in writing and verbally. The numerous notice boards give a range of information about the curriculum, activities and events as well as parenting advice and support leaflets. Parents are encouraged to let the key worker know what the child is achieving at home, and have their own space on observation records so that they can put their views alongside those of the staff. The company and the nursery produce regular newsletters and questionnaires to canvas parental opinion. Any feedback, which can be anonymous, is addressed in the parent's evenings and staff will strive to meet parent's wishes where possible. Children's progress is detailed in various formats that the parent can see at any time and parents' evenings are held twice a year. This focus on informing and consulting parents puts them at the centre of the nursery's work and promotes the child at the heart of the family.

Children's spiritual, moral, social and cultural development is fostered. Staff appreciate children's natural fascination and exuberance about their play and children are given time to explore those moments. Children learn about right and wrong and they are assertive about any breach. Children have friends and take care of each other, showing great concern when it appeared that someone may have to eat on their own and going to find a friend for them. Children learn about their cultural differences in a positive light, encouraging them to share their ideas and preferences.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff are all vetted as suitable to do their job and all staff are qualified and experienced. The staff team have worked together with few changes for some time which has created an effective team where everyone has a clear understanding of their role. The company has various incentives and awards to motivate staff, and all staff have annual appraisals to identify training and career development needs, and has received an Investors in People award. Staff-child ratios are met or surpassed at all times and the register is an accurate record of the times of arrival and departure for children, staff and visitors alike. Visitors are always accompanied when in the building and children are only collected by those authorised to do so. Record keeping is managed very effectively to ensure that confidential information is stored securely.

The leadership and management is good. The manager and senior staff work alongside staff in all areas of the setting, acting as mentors and role models. Staff have a clear set of shared values and are committed to the continuous development of the nursery, with the children and parents sharing the focus of their energies. There are extensive systems in place to evaluate

and monitor the work of the nursery to ensure that it is meeting the high expectations of the company, and staff are given good support to meet these expectations.

Improvements since the last inspection

There were two recommendations made at the last inspection. One was about providing consistency in behaviour management. The behaviour management policy gives detail of how to support children's behaviour in a positive way, showing insight into their age and stage of development. Staff work together to promote children's good behaviour which safeguards children's well-being.

The second recommendation was about adding children's departure times to the register. The format includes a space to record the child's time of departure so that there is always an accurate record of who is on the premises.

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.

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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):

- continue to develop the toddler's learning environment to ensure that there is always a good range of activities available

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):

- monitor group sizes during activities to ensure that all children are taking a full part.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk