



Teddies Nurseries (Tonbridge)

Inspection report for early years provision

Unique Reference Number	127673
Inspection date	27 October 2006
Inspector	Jackie Liffen
Setting Address	29 Pembury Road, Tonbridge, Kent, TN9 2JB
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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 Nursery is one of 35 run by BUPA Insurance Services Ltd. It opened in 1999 and operates from four main rooms of a single storey property in Tonbridge town centre. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 112 children aged from three months to under five years on roll. Of these, 30 children receive funding for early education. Children come from Tonbridge and other nearby towns. The nursery currently supports one child with learning difficulties.

The nursery employs 16 members of staff. Of these, 10 hold appropriate early years qualifications and three are working towards a qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection by staff who are aware of environmental health recommendations; they use an effective anti-bacterial cleanser and different coloured cloths for different purposes. Staff also ensure that they wear aprons and gloves when changing nappies so that germs are not spread. Children wear protective garments during messy play and see to their own needs, such as wiping noses with tissues, whenever possible so that cleanliness is encouraged. Children are learning about simple good health and hygiene practices when they wash their hands after toileting and before eating. They use low level, age appropriate facilities with easily reached liquid soap and disposable towels. Children take part in regular daily exercise when they play in the garden with a variety of suitable apparatus. When babies need to sleep they are put into cots with clean linen, in a separate sleep room. Older children tend to rest on low level portable beds after lunch or sit comfortably in the book corner. Children's welfare is also being promoted when staff put individual slips onto the cushions where children lay their heads. Children are protected from infection by staff who wash toys and linen at least once a week. Parents are asked to bring prescribed medicines for children and detail their administration and dosage, however, there is a possibility of children being adversely affected when staff use medicine kept on the premises and take responsibility for giving children some non-proprietary medicines.

Children's dietary needs are extremely well met because the nursery provides a variety of nutritional meals and snacks. The cook uses a temperature probe to ensure that the meat is sufficiently well cooked to avoid tummy upsets, and staff cater well for children needs. Children eat with relish because the group provides suitable food by working with parents and using the provided written information on children to take preferences into account. Children speak with confidence about foods which they recognise and help themselves to water when they are thirsty from an easily accessed dispenser.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in child-friendly, warm and welcoming premises where they have sufficient space to explore and experiment in order to meet their development needs. Children are comfortable in the environment where staff ensure they receive appropriate attention by grouping them according to their ages and stages. Children are generally secure. They undertake craft or messy play on the washable floor or relax with toys on the carpeted areas of the rooms. Children easily explore the various activities on offer and competently see to their own needs when visiting the low level toilets. Children easily access a range of appropriate activities in the stimulating environment and are learning to keep themselves safe so that dangers are minimised.

For example, three and four year olds carefully climb up and down the stairs to an upper level where they explore the home corner.

In each room, children use age-appropriate equipment and furniture which helps to include and involve all of them. For example, older children's independence is promoted as they use child-sized tables and chairs, where they sit comfortably and confidently interact with their peers. Children benefit from the added security that the group are installing, although a clear, general, daily risk assessment is not always undertaken. Children and visitors are well informed about fire safety arrangements so that dangers are minimised. Staff have a good knowledge and understanding of child protection issues and are confident in their ability to detect any potential signs and symptoms of abuse, in order to safeguard children. The manager takes responsibility for arranging further help if necessary and promotes children's welfare by sensitively recording and working with parents and professionals to provide the best care for each child.

Helping children achieve well and enjoy what they do

The provision is good.

Children quickly settle and become happy in the setting where they are familiar with the layout and know their key workers. They understand the expectations and routines of the setting and easily slip into recognised patterns of behaviour which are promoted by staff. Sometimes children choose their own activities and gain a great deal of pleasure from achieving and extending their abilities in different directions. They are helped by staff who are sensitive to children's needs and take every opportunity to positively reinforce their efforts. For example, staff praise them as they try again and again to spin a hoop around their waists; some eventually succeed to the obvious pleasure of the participants and adults present. Children concentrate and sit quietly when appropriate, for example, when sitting down on the carpeted area listening and responding to a story.

Babies and toddlers benefit from being and playing together. The curriculum is covered extremely well by staff who are familiar with the Birth to three matters framework and ensure that they help young children to communicate well by using their imagination and creativity on a daily basis. For example, a baby seeks re-assurance from looking at her own reflection in a mirror on the wall, watched by an adult who interacts when appropriate.

Nursery Education

The quality of teaching and learning is good. Staff help children progress in all areas by planning to extend their development appropriately. They make learning fun for children by giving them the basic skills and understanding to move on to the next stage, whilst helping them achieve the early learning goals. Children are challenged by staff who offer a variety of suitable activities to help in a particular learning area where they need to improve. For example, communication and memory skills are enhanced by staff who are interested in talking to children to discover their past experiences or activities undertaken at home. Key workers endeavour to track the educational needs of each child and weave these into future planning. However, the displayed long term plans for the nursery do not contribute to this aim, and in some circumstances confuse

adults so that occasionally some children do not benefit from a wider link with the early learning goals.

Children are interested and confident to try new activities. They are poised enough to speak with staff regularly and sometimes correct or remind staff about things. For example, a four year old takes a book to an adult, pointing out that it is torn, and asks for it to be mended. Children have a developing awareness of their own needs and those of others as they play co-operatively investigating and pouring pieces of spaghetti from the container into a bowl. They understand the boundaries of the setting and obediently follow instructions to clear away. Children are forming good relationships with adults and are self-assured enough to seek help from the staff when necessary. Children work well in groups both large and small and understand how to work together harmoniously. For example, when they sit on the floor to work together constructing a building to use in their imaginative play. They also frequently seek resources themselves in order to work independently.

Some children communicate well with their peers and adults, whilst others demand more attention from staff, who listen very carefully to them until an understanding is reached. They all listen and respond with enjoyment and attention to stories and rhymes. Children are beginning to link sounds to letters as they start to work through the alphabet on a one to one basis with an adult. Children are beginning to investigate objects and materials using their senses, and find out about living things when they help to care for the resident guinea pig and rabbit. Staff introduce a number of concepts during play and provide the tools for children to shape, assemble and join materials. Children play with a number of technological toys including a computer, a telephone and a cash register. Most children count reliably and recognise numbers and staff encourage them to use developing mathematical ideas to solve practical problems. For example, they take turns to count the number of children present each day and sometimes children count the stairs as they descend from the home corner. Children are encouraged to recognise shape and are becoming adept at sorting and naming simple outlines such as a square and a triangle. Children move confidently around the room and have good spatial awareness, especially demonstrated when a number of physical activities are presented to them. They play co-operatively with hoops, balls, bean bags and a game of hopscotch showing an awareness of space, of themselves and others. Children explore colour, texture, shape and dimension when they produce different creations such as pumpkins with paper glued on, flying bats or moving skeletons. They recognise a number of familiar songs and rhymes and sometimes spontaneously start singing when experimenting with home-made musical instruments.

Helping children make a positive contribution

The provision is good.

Each child within the nursery receives individual, appropriate attention because the staff have a good understanding of race, culture, gender, disability and religious issues. Children play with a number of different toys which help them value diversity and enlighten them about equal opportunities. For example, they use cultural puzzles and dressing up clothes. Staff also encourage children to gain a knowledge about other religions when they celebrate a number of different festivals such as Divali. They acknowledge differences in people by reading and

talking about stories in books. Overall spiritual, moral, social and cultural development is fostered.

Children have their specific needs and disabilities met by staff who work in close partnership with parents and professionals in order to give optimum care. Staff keep careful records on children's progress and address any disturbing behaviour in order to determine the best way of promoting each child's development. Staff and parents work in partnership in order to co-ordinate the best care possible for children, sometimes by developing a plan in conjunction with a special needs adviser.

Staff are effective role models for children, helping them to learn to respond to appropriate expectations for their behaviour. Children become accustomed to receiving appropriate attention from adults who are careful about their general appearance and language and, as a result, rarely need to be reprimanded for unwanted behaviour. Staff implement recognised procedures, detailed in the nursery's policies, which work in practice to promote children's self esteem and assurance.

The nursery's partnership with parents is good. This means that children receive all round care. The group make every effort to keep sufficient educational records on funded children to ensure that parents are well informed. Children's continuity of care is promoted by staff, although some parents are not clear about some of the policies and procedures of the nursery.

Organisation

The organisation is good.

Children's security and development are paramount and are enhanced by the manager of the setting who has a clear sense of purpose and is committed to continual improvement. The leadership and management is good. This contributes effectively towards children's progress in meeting the early learning goals. Children's welfare is promoted by staff who are well qualified and put their skills and abilities into practice. Staff have regular meetings so that they enhance children's well-being by exchanging information and improving quality. The manager has an open-mind and regularly appraises the standards within the nursery, making any proposed adjustments so that the conditions for children are improved.

Children receive good care because the organisation is carefully planned by the manager of the nursery, who endeavours to put corporate policies and procedures into practice. Although some staff are not trained in promoting the Birth to three framework, babies and younger children are thriving because the group ensures that the provision reflects the different aspects contained in it. Children's well-being is enhanced because the nursery manager gives high regard to the organisation of time, space and staff deployment; she ensures that all recommended documentation is used to advantage and stored confidentially.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to ensure that the provision of toys and resources portray people from minority groups in more balanced proportions. They have now incorporated a further supply of toys and activities into the curriculum. They were asked to ensure the regular monitoring of practices in the baby room and to ensure that there are opportunities for staff to receive training to maintain knowledge and understanding of current child care practices. The nursery carefully monitor and appraise conditions in the baby room by adopting best practice contained in 'Birth to three matters', so that babies' welfare is promoted at all times. Staff receive regular opportunities for training so that generally the care standards for children are continually being raised.

Complaints since the last inspection

Since April 2004 there has been one complaint relating to National Standards 2 and 6: Organisation and Safety. The provider was not maintaining adult:child ratios and the arrangements in place when the manager and deputy were absent were insufficient. Ofsted carried out an unannounced inspection and found that the provider was not maintaining minimum ratios and that effective procedures to ensure that the person in charge was experienced enough, were not in place. The provider took steps to meet the actions raised and remains qualified for registration.

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):

- review the procedure for the administration of non-prescription medicines
- improve safety by using a clear, daily, written risk assessment.

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):

- ensure that long term planning is relevant to the learning outcomes and links in to the daily planning.

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