



## **Teddy Bear School House Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY236087
<b>Inspection date</b>	08 December 2006
<b>Inspector</b>	Maxine Rose
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<b>Registered person</b>	Teddy Bear School House 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?

Teddy Bear School Nursery opened in 2001 and is registered to provide full day care for 38 children aged from birth to five years. The nursery is situated within a large converted house within the London borough of Hackney within walking distance of Lower Clapton and local amenities. There are three group rooms and children are grouped according to age. The nursery operates Monday to Friday 08:00 – 18:00 all year round with a weeks closure at Christmas. There are 40 children on roll of which 14 are funded to receive nursery education. There are approximately nine staff who work directly with the children, almost all staff hold a recognised childcare qualification to NVQ Levels II and III.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The children's meals include a healthy selection of fresh fruit everyday. These natural foods are fortified with essential vitamins and nutrients which help the children to maintain healthy skin and strong bones. All meals are served with a choice of drinks one of which is fresh water. This helps to ensure children are kept hydrated throughout the day. At times children's meals are not sufficiently balanced to ensure they have a daily intake of fresh vegetables, to maintain optimum health. Menus are well presented. These include alternative choices for children with special dietary requirements, which help to safeguard children from the possible onset of allergies. In addition to this the children make good use of the outdoor area. Older children take part in organised group games whereby they exert their energy walking, running, jumping and stretching. These activities enhance children's physical skills, strength and agility. Crawling babies are perfecting the technique of balancing on all fours. They move swiftly around the room and strengthen their bodies as they pull themselves up on furniture. Occasionally the arrangements at sleep time do not enable some babies who are awake to crawl at leisure. The children can receive appropriate medical care and support because of the following reasons. All the staff are trained in first aid. They maintain practical systems for ensuring children receive appropriate primary and emergency medical care. Whilst records are well maintained, some lack relevant details such as why medication is administered to children.

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

The provision is satisfactory.

Children are kept safe in most areas because some practical measures minimise potential safety risks. Safety measures include rigorous checks on the staff's suitability to work with children, maintaining correct adult and child ratios and, keeping a system for recording children's attendance. These safety measures help to ensure children are appropriately cared for, monitored and supervised by suitable adults. The group routinely conduct fire drills. This raises an awareness of fire safety in the premises amongst the children and staff. There are times when the information noted in fire records lack relevant details. This reduces the effectiveness of the fire drill procedure. Other safety features include an updated visitor's book, consent for outings and the arrangements for children's arrival and collection. Such safety features help to sustain an environment where children are cared for by familiar adults, their parents are informed about external activities and that children are collected by known adults. In addition to this the children are able to make full use of the premises because of the following reasons. There are secure locks on doors and windows to prevent children from leaving the premises unsupervised and the premises are sufficiently maintained to enable children to utilise all the resources and, furniture. All staff have received training in child protection. Their knowledge of child abuse and procedures help to safeguard children from potential harm.

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

The provision is satisfactory.

Children benefit from a routine that is organised well to include time for eating, resting and play. This helps to ensure that children continue to thrive in all aspects of their development. Children have an exciting range of activities to choose from. Two years olds have fun building with large blocks. They improve their hand and eye coordination as they join and construct objects. They are becoming more skilful as they use fine tools for the purpose of spreading glue, painting and cutting. Children's creative skills are extended through role play where they dress dolls and use a range of 'home corner' accessories to express new ideas. For example children request more male dolls to add to their game. The children do communicate in a variety of ways and for a variety of reasons. For example two year olds ask if they can make Christmas cards and babies demonstrate their contentment through smiling when cuddled by the staff. The children are relaxed in their environment owing to the attitude of the staff, who are calm in their management of the children. This results in children forming warm relations with the staff and each other. The staff demonstrate a sound understanding of the 'Birth to Three Matter's' framework as they have received some training in this area.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals. Staff plan a worthwhile programme of activities for the children to help them make progress in all areas of their learning. Plans are headed under the early learning goals which are especially useful because it helps to keep staff focused on the expectations for children's learning. At times plans place much emphasis on things children can already do for example naming colours and, therefore does not stretch the children's imagination or their potential to achieve significant goals. Staff do observe the children's activities and record what they can do and at times. They also evaluate what they have learnt about the children. Whilst the staff do know the children well, there is no established link between assessments and plans to demonstrate how children's learning will be extended.

The children show an interest in the programme of activities available to them. They listen attentively to stories being told and enjoy the animated narration from the staff. Children use these moments well to question themes within the text and extend their understanding of words. For example children ask what is meant by "lost" and they ask why the characters in the story are not wearing shoes. The staff provide opportunities for the children to engage in discussion and thereby building their confidence to speak in a familiar group. The children are keen to demonstrate their literacy skills. They take turns to read and spell out their names and many of the children can spell the names of their friends in the group. Whilst some aspects of these activities are worthwhile, the methods used to develop children's understanding have some shortcomings. For example, some children are unable to focus or participate fully because groups are too large and they sit for too long which makes some children lose interest.

Children are able to use words creatively when they sing and quote nursery rhymes. The children are encouraged to sing and move rhythmically to sounds and, words. Through these activities children are able to express themselves imaginatively as well develop their physical coordination. Whilst these activities promote children's imaginative skills well, the children's independence

is slightly compromised, because they are rarely given the choice of what songs they would like to sing or what stories they would like to hear. Similarly, chances for children to be involved in routine tasks to develop their personal independence is limited because the staff serve the snacks and clear them away. Also these practical activities are not organised effectively to enable children to practise using simple calculations for adding and taking away. The children are encouraged to count and recognise shapes and they show much aptitude in this area but the programme does not extend stretch children's skills, for example, to encourage children to count beyond 10 or to introduce different shapes.

Children are able to enhance their artistic skills through a variety of mediums. They explore colour and texture when using paints, they make cards for the festive season using recycled materials and, they use templates to create patterns and prints. The children enjoy the chance to indulge in role play, they organise their play well, using dolls and a range of 'home corner' accessories including dressing up clothes to extend their ideas. These practical activities enable children to develop their finer motor skills, in particular, when using scissors for cutting or when painting with brushes. Other activities readily available to children include puzzles and construction sets. The children are able to use their skills for problem solving such as when completing puzzles and building for a variety of purposes. The children show they are able to concentrate and persevere with these tasks.

The children are being introduced to information technology in practical ways, for example, playing games that boost their memory skills. They are also developing a greater appreciation for the natural environment when they observe the differences between land and sea when they visit the coast and play in the sand.

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

The provision is satisfactory.

The children behave well most of the time because they have opportunities to develop their social skills through sharing and turn taking in small groups. They are forming meaningful relations with the staff and each other. The children are humorous, lively and friendly. At times older children become fidgety and less cooperative because they sit for too long in large groups. The staff know the children well and value their individuality. For example children enjoy meals that complement their dietary requirements and sleep times are organised to ensure these are consistent with the child's routine at home. This builds the children's confidence and gives them a sense of belonging. Practical arrangements are in place to care for children with special educational needs. The setting has a detailed policy, which staff know, to ensure all children are helped to make progress in all areas of learning. The children have access to a selection of play equipment, pictures and posters that reflect positive imagery of diversity. Through these resources and themed topics such as the Chinese New Year the children develop an awareness and appreciation of the wider world.

The partnership with parents and carers is good. The parents are kept informed about the setting and their children's progress in practical ways. There are also good opportunities for parents to exchange information with the staff about children's progress. For example staff make themselves available for discussion with parents everyday and they arrange review meetings for formal discussion. In addition to this parents are invited to read to the children. They also

accompany the group on outings to places like Willow Farm and Southend-on-Sea, so they can be involved in their children's learning. This helps to establish a stable nurturing and learning environment for the children. Children's spiritual, moral, social and cultural development is fostered appropriately.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom they provide. The staff are suitably qualified to provide care and learning for children. There is a key worker system in operation for the benefit of children. This helps staff to learn about the needs of the children thus promoting a trusting relationship. Staff receive support through an appraisal programme that enables them to identify areas of development in their skills and knowledge. Staff can access training for example first aid and managing children's behaviour. The setting is organised well in most areas. There are times when the children's space is compromised. This happens during quiet periods when large groups of 16 children are gathered together in a room that should not have more than eight children at a time. There are suitable policies and procedures in place to promote the children's welfare and safety some are implemented appropriately, however there are times when records such as medical files and fire drills lack relevant details. Comprehensive procedures are in place for the recruiting and induction of staff.

Leadership and management are satisfactory. The staff are an established team with some members employed since the day of opening. This creates a stable learning environment for the children. The setting operates a key-worker system which enables all staff to be involved in planning for children's learning. The group are receptive to new ways of working and they have enlisted the guidance of their early years adviser to support them in curriculum planning. Staff demonstrate a sound understanding of the Foundation Stage of learning and the stepping stones and this helps to ensure children make satisfactory progress in their learning. There are opportunities for staff to develop professionally through training. Whilst the staff monitor the children's progress they sometimes miss the chance to follow this through effectively by evaluating their findings or using the information to plan for the next stage of learning.

## **Improvements since the last inspection**

The babies have access to a range of sensory materials and multi-gym equipment to encourage them to explore and investigate using all their skills. Similarly all children are able to investigate the textures of recycled materials when making models using card, boxes, sequins, glitter and sticks.

## **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):

- ensure meals provide a nutritiously balanced diet for the children
- ensure fire drill and medical records contain all the relevant information
- ensure babies who crawl are given every opportunity to develop their physical skills.

#### 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):

- provide more challenge for children across the curriculum giving particular emphasis to mathematics where counting and simple calculation are concerned
- ensure children are grouped appropriately in activities to ensure they are able to focus and participate fully
- ensure children's assessments and curriculum plans are clearly linked to show how children's learning will be extended to the next stage, and develop staff's knowledge and understanding of ways in which they can engage effectively with children to enhance their learning.

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](http://www.ofsted.gov.uk)