



Teddy's Nursery

Inspection report for early years provision

Unique Reference Number	EY232215
Inspection date	07 December 2006
Inspector	Carolyn Mary Hasler
Setting Address	18 Green Dragon Lane, Winchmore Hill, London, N21 2LD
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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 satisfactory.

WHAT SORT OF SETTING IS IT?

Teddy's Nursery was registered in 2003. It operates from a converted house in a residential area close to public transport links. The Nursery is situated 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 throughout the year.

There are currently 59 children aged six months to five years on roll. Of these 15 children receive funding for nursery education. The Nursery supports children with special educational needs and also supports children who speak English as a second language.

Staffing ratio's were appropriate for the number of children and more than half of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have access to clean and well presented play areas. Their health is generally maintained because staff have satisfactory cleaning routines in place. For example tables and high chairs are cleaned down before children sit down to eat, toys are cleaned routinely and bedding is individual and changed daily. There is a no shoe policy within the baby room. Children learn about personal hygiene because staff encourage children to be independent when using the toileting areas, the toilet areas are well stocked, toilets and sinks are low level and in addition children can use individual potties to ensure that they are comfortable and have the right tools to promote independence. However, there is no washing facilities for staff within the baby room where the changing area is situated and although staff wear disposable gloves they are unable to wash their hands after changing children. The room is small and children eat snacks in this area, this can at times be unpleasant for children when changing times coincide with snack times. Children can access rubbish containing bodily fluids within the ground floor toilets because rubbish from the changing area is placed in a bag on the floor while nappies are being changed. This means that children are exposed to cross contamination of germs.

The setting has a first aid kit in each of the play areas and the kitchen and all staff have completed first aid training. There are good systems in place to record children's individual health needs, accidents and medication and clear and comprehensive policies in place to promote children's health.

All children receive a warm and wholesome meal at midday. Food is freshly prepared on the premises by staff who have appropriate training in food hygiene. The setting receives a delivery of fresh organic fruit and vegetables each week and children receive a minimum of five portions of fruit and vegetables a day. Children learn about healthy eating because meals are healthy and nutritious, through project work on seasonal vegetables and seeing positive images of fresh fruit and vegetables on posters, although posters are inappropriately placed in the toileting area on the ground floor. Children receive snacks accompanied by drinks at appropriate times of the day and although there is a water dispenser in the pre school room, children can not always access this because furniture is obstructive and toddlers are required to ask staff within the toddler room for a drink, staff then take children into the pre school room to access the water dispenser. Children who can not communicate their need effectively may become dehydrated. Babies drinks are given at regular intervals to ensure their health is maintained.

Babies build muscle strength through having opportunities to move around their environment freely. Staff are very supportive of emerging skills such as babies in the sitting position and new walkers. Babies stretch to reach interesting toys and copy staff as they grasp wooden spoons and bang on the base of saucepans. Babies and young children are emotionally well supported as staff are playful and caring towards children. Babies are held in a close cradle position with good eye contact when being fed from a bottle. In wet weather toddlers have opportunities to play on the climbing frame which can be brought indoors from the garden. They crawl through the tunnels and climb up the steps to the slide. Some of the toddlers can do head over heels rolls and are supported by staff with appropriate levels of supervision. When

the climbing frame is out indoors there is little room for other forms of exercise. In good weather children access the garden. Garden play is included within planning. Toddlers build small muscles strength through playing with construction as they connect pieces together improving hand eye co ordination. They hold pencils with increasing skill.

Nursery education children enjoy challenging activities which build both small and large muscles strength. They all participate in musical movement sessions and early gymnastic skills. Climbing, balancing and stretching on a slide and developing in a controlled manner further skills in sliding down the slide on their stomachs. Children enjoy practising roles and learn how to run in relays. Staff capture children's attention by playing a Simon says game. Children learn to shake or bang the drum fast and slowly, loudly and quietly as they use their bodies and senses to control their movement. On dry days planning shows that children make use of the garden using large and small equipment for balance and jumping, tunnels for hiding and crawling. Children build small muscle control as they use pens and pencils and control complicated equipment such as scissors with increasing confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and their parents and carers feel welcomed when they arrive at the beginning of their day. They are greeted warmly by staff and children quickly separate from parents and settle into play. Children are organised into group rooms according to age and are familiar with the staff in their particular room. Rooms have been brightly painted and there are colourful posters and pictures around the walls and toys are low level so that children have access. Children can see photographs of themselves playing displayed in all of the play areas. The premises are well maintained and comfortable to play in. This helps children feel welcomed and secure. There is a wide range of good quality play resources appropriate to the age of children available but not always accessible to children. Babies enjoy brightly coloured large dimensioned toys and rattles. They use all of their senses as they explore holistic equipment and a variety of different textures in their play. When the weather limits outside play children in the toddler room enjoy the climbing frame, however this limits room to enjoy other play resources and children then become bored. The pre school room is divided up into different areas of learning, children have much more choice as they move around the play room from table to table.

Children learn how to keep themselves safe because staff help them to look at their own safety. They remind children not to climb on the slide the wrong way, to be careful of each other, not to push or poke each other. Good systems are in place to monitor who enters and leaves the premises. Visitors and parents use a buzzer system for entrance and visitors to the premises are required to show identification and sign in. The setting has taken appropriate precautions to be alerted to a fire on the premises and has procedures posted in all rooms to ensure children, staff and any visitors on the premises can evacuate safely. Babies on the first floor are evacuated with support of the management team who are situated on the same level. The fire drill record shows that children last practised how to evacuate four months ago and not all pre school children will be able to remember how to evacuate, however all staff spoken to were able to demonstrate a secure knowledge of the procedure. This is a significant improvement since the last inspection. Children play safely and securely in the garden because staff check and record

the garden each day before children play outside. This is a significant improvement since the last inspection. There were no safety issues identified within the premises and children are able to explore and experiment in a safe environment, however risk assessments are carried out infrequently.

Children are safeguarded from abuse because all staff spoken to have good knowledge of how to safeguard children in the event that they have concerns. Staff know how to identify and record their concerns and where to find contact numbers to make referrals to the appropriate professional bodies. The provider takes appropriate measures to ensure that suitable staff are appointed to work with children. The setting has comprehensive policies and procedures in place to safeguard the welfare of children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children are enjoying and achieving to a satisfactory level. Children are settled and are happy and secure. They are confident and able to engage in play building positive relationships with others. Planning for all children is thoughtful and takes account of children's age although does not always account for individual children's ability.

Babies and young children show good attitudes to learning, while babies play parallel with others toddlers are beginning to show co operation in their play. Children are making satisfactory progress because staff know children well and give children lots of positive attention and encouragement, stimulating their interests well. Children are offered a variety of activities to help them make progress.

Babies and younger children become skilful communicators because staff use lots of positive language around them. As they play children hear words which describe the textures and noises equipment makes as they explore all their senses. Children hear spoken word in different forms such as in Christmas carols playing in the background and singing familiar songs and rhymes. Babies and toddlers become competent learners as they imitate staff movement and then master activities for themselves. For example babies are shown how to bang on the bottom of saucepans to make a noise and confidently practise this until they are controlling their movements and enjoying the sound of the spoon hitting the pan. Babies are self assured as they help themselves to resources which have been placed at floor level. They taste and feel the texture of toys as they explore and investigate play equipment.

Toddlers begin to use numbers as they count cups and then store them away one inside another, they are learning their colours as staff help them to match up different coloured beads and talk about colour while they are enjoying art and craft activities or playing with the stacking cups. They build towers with construction equipment, manipulating the bricks so that they stick together. Toddlers are enjoying getting ready for the Christmas festival as they enjoy sticking tape to presents under the Christmas tree. However, when the climbing frame is out, there is limited space and children are unable to access toys and play resources easily. At these times children engage in very directed play.

Nursery Education

Children who receive Nursery Education are making satisfactory progress. Children are inquisitive and engage well in activities, they ask for help when needed. Children show high levels of self confidence as they ensure they make themselves heard, for example speaking up when another child tries to take control of an activity. They build strong relationships with staff and with each other as they learn to play co-operatively with one another. For example several of the boys worked closely with each other in their learning, talking and playing together. Children build a sense of community as they help to tidy up the play resources and take special responsibility for helping staff. For example passing out wet wipes for children to wash their hands and faces after eating. Children show independence when using the toilet and older and more able children when dressing themselves.

Children are confident language users, they talk to visitors about their play and show inquisitiveness. They talk about their home environment, moving house and going on holiday. Staff use lots of positive language around them and planning shows how language is introduced into the play environment. However this is not consistent with all activities, staff are not sufficiently extending children's vocabulary, so that children are exploring meaning and sounds of words. Staff do not consistently use open ended questioning to extend children's thinking or to gauge how much children have understood. Children see written words around the play room in the form of labelling. They enjoy the books which are well organised and displayed invitingly, turning the pages and reading the stories from the pictures. Children are linking sounds and letters and are learning key letters within their names. More able children are beginning to write their own names on their own work. They have lots of writing materials to practise with.

Children count confidently to ten and beyond, they recognise numbers in numerical form and count to object. Children use numbers within every day play as they count the number of windows to the play house. Children know their colours and can match to colour and size. Children recognise shape but have little experience in space and measure. Although children can access equipment such as rulers, they are unsure how to use them. Activities such as measuring plant leaves are not carried through and staff who have not been involved do not know what the objective of the activity is. Planning introduces concepts such as more or less, however this is not seen in everyday play such as playing with the water, arts and craft or over meal times extending children's learning into everyday situations.

Children begin to build an awareness of the world around them. They have a good sense of time and an awareness of the routine around them as they contribute to their own community helping to tidy up. They build a sense of place as they enjoy nature walks and become aware of the changing seasons. One child talks about leaving the nursery as he is moving house, he tells the other children that he will send them a picture of his new house. Children have opportunities to use programmable toys as they enjoy moving a remote control car around the room. ICT equipment is currently not working, however children like this area and sit round the computer pressing buttons and playing with the mouse. Children learn about their own cultures and the beliefs of other people. For example, all the children are involved in preparing and celebrating the coming Christmas season, they have learned about Diwali and celebrated this by hand painting, they celebrated Firework Night by making rockets and firework pictures, they learned about Independence Day and all the children made chocolate chip cookies and

they had burgers for lunch. During the world cup the children made flags to match the teams playing that day and celebrated Portugal winning the world cup.

Children play creatively as they use their imaginations, dropping notelets on the floor as snow and enjoying the feel of the notelets sticking to the bottom of their feet. They tell me that the snow is sticky now. Children also enjoy the dolls and buggies pushing them around the room and talking to them as babies. Children play with the small world house and farm animals, building boundaries and letting animals into enclosures and exploring how the house comes apart and fits back together again. Although children use their imagination in their play the role play area lacks resources and children can not easily extend their language as they play imaginatively with real life scenarios and caricatures.

The quality of teaching and learning is satisfactory. Staff demonstrate a sound understanding of the Foundation Stage curriculum and how this supports children's learning. Staff talk about being more confident in their delivery of the curriculum and how planning works since the last inspection. All staff know the children well and ensure they have a secure starting point by talking to staff with previous knowledge of children, parents of new children and by making observations under the six areas of learning. Staff work to long term and short term plans. They work with focus children from their group of key children, each child being included. Observations support planning. Although planning demonstrates how new vocabulary is introduced, this seems to apply to individual activities and does not followed through to other activities; therefore new word does not become commonly used around children. Staff are not extending children's thinking sufficiently through the use of open ended questioning to ascertain how much children have understood. There is a tendency to be over directive in activities. For example art, staff draw the shape for children to cut around and fill in with colour. There is no extra paper for children to interpret Christmas trees in their own way and no other craft area available. Staff do not extend children's thoughts and ideas well, they worry about veering from planning. This means that planning lacks flexibility and does not allow for children's individual learning to reach full potential. Activities are well resourced, however staff do not always make the most of resources. For example staff tend to support art and craft or writing activities but do not think to support water play by the use of describing words such as splash, dribble, drip, plop or talking about volume or floating and sinking. Likewise with other resources such as small world and the pasta trough.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children feel valued and respected because they build strong relationships with staff who are supportive and very caring, language around children is always supportive and staff use a sense of fun with children. Children are confident and have high self esteem. They learn about their own and others' communities through a small range of play resources such as dolls of different skin tones and books and because staff introduce children to other cultures and lifestyles through celebrations and festivals. Children have visited the fire station and begin to build a picture of others' roles in the community. The setting ensures that children's dietary, religious, cultural and special needs are recorded and shared with the appropriate staff who will be working with individual

children to ensure that their needs are met. They have a comprehensive policy in place to support equality issues which is available for parents and staff to read. Although the setting is not currently working with any children with special needs, they ensure that all children are offered access to all activities. The setting has a nominated Special Needs Co-ordinator (SENCO) who works closely with The Area SENCO and parents to offer appropriate support. Although the building is not disability friendly the setting is committed to making all reasonable adjustment to their environment to ensure that children have opportunities to meet their full potential.

Throughout the setting children were well behaved, they show inquisitiveness and are friendly towards others. Children follow good examples of how to behave because staff treat each other and the children with respect and genuine thoughtfulness and caring. When children become upset, staff immediately deal with the situation in a calm and sensitive manner. No children were seen to be upset for long periods of time and all children were settled and happy. Staff promote good behaviour from children through positive attitudes; when children are displaying challenging behaviour staff deal with this appropriately, providing time for children to calm down. The setting works in partnership with parents to support good behaviour.

Children's individual care needs are met because parents and staff work in partnership to offer appropriate levels of care. Parents are very pleased with the service they receive. They state that staff are very approachable and feel that they can talk to any of the staff even if their key worker is not available. Parents state they feel informed about the service, they receive verbal reports on their children each evening and written reports at the end of the year. Parents have been invited to parents' evenings and receive news letters throughout the year. Children settle quickly because parents and staff work together to support children until they no longer require reassurance. Although parents are happy with the service the setting has identified working in partnership with parents as an area for development and feel that they would like more parental involvement within the day to day care.

Working in partnership with parents and carers of children receiving Nursery Education is satisfactory. Although parents received some information on the Foundation Stage curriculum, this has now ceased. Staff lack confidence to present planned presentations of the Foundation Stage curriculum and provided written information. Information to be provided to parents is currently under review.

Organisation

The organisation is satisfactory.

The setting has a robust procedure in place to ensure that staff are suitable to work with children. This includes checks by the Criminal Records Bureau and declarations of health. All staff have relevant childcare qualifications. Children received support and care from a well established staff team who are caring and familiar with individual children. The deployment of staff is well organised and children are appropriately supervised at all times.

Although staff have secure knowledge of hygiene routines, the lack of an organised washing facility close to the changing area means that children's health is at risk. Although children are offered a nutritional and healthy diet, drinks are not readily available to younger children who

are required to ask for drinks. Young children who can not effectively make themselves understood cannot access drinks and this means that children's health is at risk. The organisation of safety and the welfare of children is good, staff have good knowledge of how to maintain and promote children's safety and are familiar with policies and procedures to protect children's wellbeing. Children are enjoying and achieving to a satisfactory level. All children are happy and are engaged in play, however younger children have limited choice in play when climbing equipment is out and play can be over-directive. Children who receive nursery education are making satisfactory progress. Although staff have improved in their knowledge of the Foundation Stage curriculum and how they plan for children's progress, more able children are not sufficiently being extended in their learning. All children contribute to their community successfully, they learn about themselves and how others live; building a complex picture of the wider world. Children are well behaved and contribute to the behaviour of others through setting good examples and creating a happy and friendly place to be. The partnership with parents supports children's care and welfare to a satisfactory level. The lack of information on the Foundation Stage curriculum means that parents are not being kept fully informed about their children's learning.

The organisation of records was at times chaotic. Most were available and ready for inspection, however at times paperwork could not be located easily. The provider talked about the current reorganisation of offices which impacted on the accessibility of some files. The setting has made significant progress in their procedure for the safeguarding of children's welfare and although not in written form their understanding of a robust procedure for the employment in staff. Some policies and procedures continue to be under review and will be made available to parents as soon as the setting feels comfortable with changes.

The leadership and management of the setting is satisfactory. The management team currently lack confidence in their leadership skills and staff are unaware of which children are funded and refer to the management team for information. Despite this staff have gained in confidence and have made progress in their understanding of the Foundation Stage curriculum. They are now planning activities to support children's learning and making satisfactory progress in monitoring individual children. The staff team are motivated and all staff working with funded children are involved in the planning and delivery of the Foundation Stage curriculum. Consequently children are beginning to make progress in their learning.

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

Improvements since the last inspection

At the last inspection the setting was given four actions for improvement. They were asked to develop staff knowledge in the Foundation Stage curriculum. To develop and implement systems that help managers identify and address areas of weakness in relation to presenting the Foundation Stage curriculum. Both the management team and staff have been working closely with The Early Years Network on both their understanding of the Foundation Stage curriculum and developing planning and delivery. This means that children are making satisfactory progress in their learning.

The setting was asked to notify Ofsted of relevant changes and significant events. To notify Ofsted of any changes in persons working on the premises and provide DC2 forms at the earliest opportunity. The setting now has appropriate systems in place to notify Ofsted of changes in management and providers. This means that the setting is taking responsibility for the suitability of its staff and that the welfare of children is safeguarded.

At the last inspection the setting agreed a number of recommendations. They agreed to ensure children were given opportunities to carry out tasks which promote independence, such as using the toilet and serving themselves during meal times. Children are becoming more independent at self care tasks and as a result are developing good self esteem. In addition the setting agreed to ensure fire evacuation procedures are displayed in all regularly used areas within the nursery setting. Fire evacuation procedures are now displayed in all areas of the setting. As a result children safety is maintained. The setting also agreed to ensure all activities in the garden are risk assessed and hazards identified and acted on immediately to protect children's welfare and safety. Systems are now in place to risk assess the garden area daily before children have access. Therefore children's safety is safeguarded. In addition the setting agreed to ensure the organisation of the play areas allow children to have access to toys and resources to support their learning and development. In most situations children are able to access sufficient and appropriate play resources making choices in their play. However, when the weather means children can not access the out door area, children have limited access to resources which build large muscle skills and also children's access to floor and table top resources become limited. This means that on occasion children's choices are still limited. The setting also agree to 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 safeguarding procedure now includes allegations of abuse made against members of staff and the provider is familiar with the verbal recruitment procedure. This means that children are now safeguarded.

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.
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The quality and standards of the nursery education are satisfactory.
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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 fresh drinking water is available to children at all times
- provide appropriate facilities for staff to maintain hygiene in the toilet and nappy changing areas

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 to monitor and evaluate teaching and the impact this has on children's individual progress.
- extend children's learning through routines, incidental opportunities and children's self chosen play (also applies to childcare)
- provide parents with information on the Foundation Stage curriculum and work with parents to support children's learning at the setting and at home

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