



## Teddies Nurseries

Inspection report for early years provision

<b>Unique Reference Number</b>	EY266600
<b>Inspection date</b>	19 October 2006
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<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 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 Nurseries, Raynes Park is part of the Teddies Nurseries chain. This nursery opened in 2004 and operates from the ground floor of St. Matthews Church Hall in Raynes Park. A maximum of 60 children may attend the nursery at any one time. The nursery core hours are each weekday from 08:00 to 18:00 for 51 weeks of the year. Children have access to a secure enclosed outdoor play area.

There are currently 92 children aged from three months to under five years on roll. Of these, 14 children receive funding for nursery education. Children come from the local community. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 20 members of staff. 13 of the staff, including the manager, hold an appropriate early years qualification. Three members of staff are currently on a training programme. 12 members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Good daily routines ensure children wash their hands automatically after using the toilet, after playing outside and messy play which encourages good personal hygiene habits. When babies are changed, depending on their age, staff wash babies' hands to encourage early hygiene. Staff encourage the children's understanding of good hygiene practices through gentle reminders, such as, to cover their mouths when they sneeze and to wash their hands when they have touched the bin.

Parents give prior written consent to administer medication which ensures children receive the correct dosage according to their needs and permission to seek emergency medical treatment is requested. Most staff hold a current first aid certificate which means they can care for the children appropriately in the event of an accident.

Meals using organic meat, fruit and vegetables, are freshly prepared on the premises and children enjoy their meals very much. They enthusiastically serve themselves as they eat together, making it a social event. Staff encourage an understanding of healthy eating through discussion at meals and snack times.

Children can help themselves to a drink from their labelled cups or the water dispenser whenever they need one and staff encourage children to drink plenty to prevent dehydration.

Staff use the Birth to three matters framework effectively to meet the needs of the younger children. Babies and toddlers develop warm relationships with the staff, who work well as a team, to respond promptly to all children's needs. Babies use smiles, gurgling and baby talk to confidently and happily express their feelings and needs in this calm atmosphere. Food intake and nappy changes are recorded to ensure a healthy balance is maintained.

Daily opportunities for active outdoor play and plenty of fresh air contribute to the children's healthy lifestyle. Children move very confidently and in a variety of ways, particularly when participating in "Fit and Fun" sessions. They cheerfully join in as they pretend to be different types of beans and they follow the instructions very well. Children work well together as they construct and use the balance beams in the outdoor area.

Children demonstrate good pencil control when writing their names and develop good manipulative skills as they use tools to cut and stick.

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

The provision is good.

Children arrive happily and settle well in this clean and welcoming environment. The children's work is displayed well and this shows that staff value the children's contributions.

Staff organise the indoor space effectively, allowing children to move around safely, freely and independently and very young children and babies can crawl and learn to walk in a child friendly environment. However, no domestic style furniture is provided to assist babies in developing mobility and to continue normal life experiences.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development and soft furnishings and child sized sofas in the quiet areas provide opportunities for children to relax or read in comfort.

The premises are very secure and there are good procedures in place to prevent unwanted visitors gaining access. Regular risk assessments, indoors and outdoors, ensure children's safety and staff use the accident records to identify hazards. Good staff interaction helps develop children's awareness of safety within the setting. For example, staff remind children not to climb on the low brick wall as they line up to go to the outdoor area and the children count each other in and out at playtime.

Regular emergency evacuation drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely.

Staff have a very sound knowledge of child protection issues. This promotes and safeguards children's welfare within the setting.

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

The provision is good.

Children are happy, confident and relaxed. They relate very well to staff and to each other. They confidently approach staff for support, indicating good trusting relationships are built.

Children under three explore and experiment through a range of well-planned activities that are appropriate for their stage of development. For example, children in the Little Learners groups enthusiastically explore animals in the glitter tray and practise mark making with chalk. Babies enjoy stimulating activities, such as choosing their paper for painting, observing mirrored toys, operating interactive toys and developing physical skills using the ball pool and soft play equipment.

Staff encourage children to play together and share. Lots of positive praise and encouragement develops children's self-esteem. For example, children are specifically praised for being successful when they match all the colours or recognise the different shapes.

Staff take opportunities to extend play scenarios. For example, they introduce appropriate songs to support activities. All children enjoy plenty of opportunities to develop their social

skills. For example, they sit together at meal times and enjoy role-play where they negotiate and co-operate effectively.

Staff make good use of the Birth to three matters framework to enhance the children's learning experiences and to ensure a smooth transition through the Foundation Stage curriculum towards the early learning goals.

### Nursery Education

The quality of teaching and learning is good. Staff plan a good range of practical activities that interest and engage the children. Comprehensive observations are made so that staff can plan for each child to ensure their developmental needs are met. However, observations and record keeping are not clearly linked to each child's latest stage of learning, so that children can be moved on through the stepping stones towards the early learning goals at a good pace.

Staff create a stimulating environment where children are engaged in thought-provoking activities throughout the day. For example, they discuss how the lunch time yoghurt is made. Children are encouraged to develop independence through activities in the daily routine, such as serving their own meals.

Children behave very well and respond to requests for good behaviour. They understand the rules within the setting and abide by them. This ensures good relationships and harmony. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner.

Staff interact very well with the children. Children confidently make choices from the activities set out and they concentrate well at self-chosen activities. Children feel confident enough to approach adults within the setting and are keen to show what they can do.

Children are beginning to express their ideas and experiences well using good vocabulary. They enjoy books and stories and their listening skills are very good. Staff encourage this through very imaginative interactive story time sessions where children are encouraged to join in. Children are becoming confident writers. They form some letters correctly when they write their names at the writing table.

Children count confidently when they compare the number of bowls at lunch time with the number of children. They recognise numbers that are important to them, such as their age. They readily choose number activities and enjoy number rhymes and songs. Games such as the shape game for the "Windy Weather" theme help children recognise the properties of simple shapes, such as triangles, squares and circles. Children use appropriate mathematical language during free play activities, such as "more and less than" and know when they have "enough".

Children enjoy experiences such as tasting a samosa for the Diwali celebrations, listening to music and feeling a range of textures such as play dough and jelly. They respond enthusiastically during singing sessions. Children use their imagination and express their ideas in a variety of ways. For example, they make boats and goggles from mobilo and imagine they can see a hot air balloon on a picture postcard. Children express themselves creatively through a range of

mediums. They paint, draw and make collages, from a wide range of materials, that represent their experiences.

Children spend time learning about their immediate environment by going for nature walks and visiting the library and the park. They confidently use a computer and demonstrate good mouse control. A good range of tools and equipment allow children to create their own models. Children learn about the cultures and beliefs of others through well planned celebrations of different festivals.

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

The provision is good.

Staff treat children with respect and use lots of praise and encouragement to promote their self-esteem.

Children learn to respect other cultures through enjoyable activities. Many resources reflect positive images of all aspects of society. This means children learn to acknowledge and accept differences. Staff learn some words in the children's home language so they can understand children's basic requests. Children's spiritual, moral, social and cultural development is fostered.

There are good systems in place to support children who have learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Staff use appropriate behaviour management strategies and children respond well. Staff support younger children in sharing and turn taking. Staff offer specific praise to the children to help them understand what constitutes desirable behaviour.

The partnership with parents and carers is good. Parents contribute to an initial assessment of their child. This ensures staff have a good knowledge of individual needs and achievements so that they can then build on what children already know.

Parents receive good information about the Foundation Stage and the setting promotes 'SMILE', which stands for a "Stimulating, Motivating, Imaginative, Learning Environment". The information outlines what and how children will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning.

Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home, through the weekly "What I did at nursery" and "When I was at home" forms.

Parents and staff work together and share information, on a regular basis, about children's individual progress and development. A good partnership with parents contributes effectively to children's well-being while at the nursery.

## **Organisation**

The organisation is good.

Leadership and management are good. There is a good induction programme, with many opportunities for staff to attend training and regular appraisals to identify strengths. Management have clear objectives and defined roles and responsibilities. They ensure staff are given time to plan effectively and the management team evaluate practice constantly, to ensure continual improvement in the outcomes for children.

Good procedures for recruitment ensure all staff working with children are suitable to do so. Space indoors and out is well organised to ensure children gain fully from all activities. Children are well grouped and the key worker system ensures children receive good support and care throughout the day.

All mandatory records are in place to ensure the safe and effective management of the setting in order to promote children's welfare. However, some complaints records are not confidential and records of the findings of any investigation and any action taken are not always promptly documented.

Staff work well as a team in all rooms and clear communication and guidance assists staff in providing a stimulating well-balanced day for the children.

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

## **Improvements since the last inspection**

At the last inspection, staff agreed to make sure arrival and departure times for visitors are recorded. Visitor arrival and departure times are recorded in the visitors' book. This ensures that access to the premises is managed effectively in order to keep the children safe.

The staff also agreed to make sure drains, and hazardous plants are made safe or inaccessible to children. All low growing berry plants have been removed and wooden planks have been used to cover the drains. These measures help to protect the children from hazardous materials.

## **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 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 confidentiality is maintained in complaints records and that prompt records are made of the findings of any investigation and any action taken
- ensure that some domestic style furniture is provided to assist babies in developing mobility and to continue normal life experiences.

#### 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 observations and record keeping are clearly linked to individual children's most recent stage of learning, so that children can be moved on through the stepping stones towards the early learning goals at a good pace.

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)