



Teddy Bears Nursery School

Inspection report for early years provision

Unique Reference Number	EY340616
Inspection date	07 February 2007
Inspector	Heidi Wilton
Setting Address	232 Southampton Road, PORTSMOUTH, PO6 4QD
Telephone number	0239 238 5005
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Registered person	R & J Care 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?

Teddy Bears Nursery opened in 2003 and re-registered under new ownership in 2006. It is a privately owned Nursery and operates from premises which are situated in the North Harbour area of Portsmouth. The Nursery have sole use of a fully enclosed out door play area. Teddy Bears Nursery provides care for children from all areas and it is their policy to take children from the age of three months to five years. The Nursery is open from 08:00 to 18:00 Monday to Friday all year round with the exception of Bank Holidays and one week over the Christmas period. Children are able to attend a variety of sessions within these hours. Care is provided for children with additional needs and the Nursery supports children who speak English as an additional language. Teddy Bears Nursery are eligible to accept funded three and four year olds and currently have 28 funded children. There are twelve staff employed to work with the children, three of whom regularly work with the educationally funded children. All have relevant

early years qualifications and experience. Teddy Bears Nursery receives support visits from the Early Years Development and Child Care Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment, where they are learning about good hygiene. They are familiar with routines for hand washing and know to do this before meals and after using the toilet. The children learn about effective hygiene practices from the role models of the staff. They see the staff wiping tables with antibacterial spray and cleaning toys and resources regularly. This good practise prevents the spread of infection. Good procedures such as staff wearing disposable gloves for nappy changing, helps sustain high levels of hygiene and prevents cross infection.

Children are protected well as all the staff have up-to-date first aid qualifications and a good knowledge of the correct procedures to follow if accidents occur. Children's medical needs are recorded but their confidentiality is not maintained as their medical needs are not recorded separately.

Snack and lunchtimes are a social occasion when children talk and laugh with their friends. The children enjoy a home-made lunch of chicken nuggets, potatoes and vegetables. Some of the staff take it in turns to cook lunches for the children. These members of staff have all completed their Food and Hygiene qualifications to ensure meals are prepared hygienically and appropriately for the children. Children's independence is encouraged, as they all try to cut their food and use their knives and forks. Young children are supported by staff and babies are held when being bottle fed. Children's healthy development is being fostered as staff show a clear understanding of their individual dietary requirements and allergies.

Children benefit from fresh air and exercise, both inside and outside. Children have fun playing with a range of resources in the garden, such as throwing and catching balls and crawling through small tunnels and tents. The children participate with music and dance daily, and benefit from sessions from a dance teacher once a week. Children learn about the good benefits of physical exercise during yearly sports days, where they run, jump, stretch and move their bodies. Children use their small muscle skills, as they carefully thread lace through button holes and as they construct using small building blocks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery offers a welcoming environment for the children. Their work is displayed and the furniture and equipment in each group are suitable for the ages of children attending. Children and parents are greeted warmly on arrival and this supports children's enthusiasm to join the group confidently and happily. Children freely access resources and play equipment, which in turn develops their independence.

Equipment and resources are kept clean and in a good state of repair. Risk assessments are conducted daily to ensure hazards are minimised both inside and outside. Children are encouraged to tidy up at routine changes in the day and before snack and lunch times. This helps children to take responsibility and to look after the resources and their environment.

There is effective supervision of children and the high staff to children ratios ensure children are kept safe and secure. Babies and young children sleep safely and are frequently monitored. The nursery premises are secure and there are effective arrangements for the safe arrival and departure of children. Children, staff and visitor's arrivals and departures are recorded promptly to ensure there is an accurate record in the event of an emergency. Children practise the fire drill on a regular basis and written procedures are displayed on the walls of each room and at the exits.

Children's welfare is protected well by the staff who demonstrate a good understanding of child protection policies and procedures. They have a full understanding of what to do if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

All children at the nursery are offered a wide range of stimulating age and stage related activities and resources. All Staff attend regular training to ensure they are equipped with the skills and expertise to support children's overall development. The planning process is achieved as a staff team and differentiation is highlighted with both Birth to Three and the Foundation Stage. Weekly plans, observations and evaluations ensure that staff plan effectively to meet the needs of all children and their differing abilities.

Children's independence and self-esteem are developing as they freely choose activities from low level storage and shelving. Staff continually praise children and value their achievements which further enhances their self-esteem. Staff know the children well and build positive relationships with them in order to facilitate a good understanding of both their needs and their home circumstances.

Babies and young children are given opportunities to explore their environment and learn about words and meanings through close staff interaction. For example, whilst playing with the toy garage, staff talk about the different colours of the cars and trucks. Young babies are fascinated by 'light up' toys and listen to familiar rhymes and songs. Children are all given opportunities for active play and times to rest, such as snuggling comfortably on the large cushions or looking at books in the book corner.

The quality of teaching and learning for nursery funded children is good. Staff who work with the funded children are well qualified and demonstrate a good understanding of the Foundation Stage. They have detailed plans, indicating children's next steps towards the early learning goals and illustrate how activities are to be differentiated.

Children are independent within the environment as they demonstrate their capabilities to put on their own aprons and choose their own activities. They are confident and their self esteem is boosted from staff through praise and recognition for their achievements.

Children are able to confidently select their names for self registration and are exposed to words and labels around their environment. They approach visitors confidently, speaking of past events, such as their birthday. Children have some opportunities to explore emergent writing in their everyday play, with notebooks in the role play area. Children who can write their names do so but children who cannot, are not encouraged to make their mark or attempt their own name on their work.

Children are developing a good understanding of number and measure through everyday activities. They are encouraged to count how many sides are on a diamond shape and how many cups are needed at snack time. Staff use mathematical vocabulary as they encourage children to compare amounts and they develop children's prediction skills by experimenting. For example; children are given opportunities to explore how much juice is contained in different types of jugs. Children are gaining a sense of size as they discuss the different sized bears in the story 'Goldilocks and the Three Bears'. They have great fun making these different sized bears and staff display them so children can visually see the differences.

Children enjoy opportunities to engage in creative play. They use their imaginations as they re-enact stories and have a lovely time dressing up in different outfits. They enthusiastically join in with familiar songs and rhymes, partaking in the actions. Children have fun making diamond necklaces and love exploring paint, making prints with a variety of 'wellington' boots.

Children have a great time exploring and gaining understanding about the world. They have fun investigating water and excitedly watch the wheels of the cogs turn as they pour the water through. Staff develop their concept of time and change in seasons through planting beans and talk to the children about how plants grow. They love to water their plants and watch the bean shoots grow and use vocabulary such as 'big' and 'taller'. Their understanding of time is further supported by the pictorial routine of their day at nursery.

Helping children make a positive contribution

The provision is good.

The setting actively works to ensure no child feels excluded or discriminated against, they encourage all children to participate in all of the activities. The nursery conveys an image of inclusion for all parents and families from the outset, as they display painted child-sized faces in the windows, illustrating different skin colours and ethnicities. All children throughout the nursery have access to resources and activities that reflect diversity. For example, they wear different ethnic costumes, celebrate different festivals and are exposed to positive images through books and posters.

Children are valued and respected as individuals and staff interact at child level, listening and responding to each child's needs. The setting supports children with additional needs and works alongside both parents and outside agencies to gain continuity for the children. Appropriate challenges are set for all children according to their individual stage.

Children's behaviour is very good throughout the nursery. Staff praise the children increasing their self esteem and confidence. Children are rewarded for achievements and receive a prize when they have gained a specific amount of achievements. Children all know the rules of the nursery and staff gently remind them of these, which in turn encourages good behaviour. Children's spiritual, moral, social and cultural development is fostered.

Parents feel the staff team are all friendly and can approach them at anytime. Parents are included with their child's development, through clear regular feedback at the end of each day. Additional feedback for young babies is provided through a diary, logging events, nappy changes, feeds and sleep times. Parents welcome the 'open door' policy where they can discuss their child's development with either their key worker or other staff.

The partnership with parents for children who are in receipt of funded nursery education is good. They are informed through daily discussions and termly reports about their child's development. Parents are welcome to discuss their child's progress whenever they wish and are finding the newly introduced parents meetings beneficial. They can look at their child's observational notes and records at any time and can discuss these with the key worker. Information regarding the educational provision is displayed on parent's notice boards, detailing plans for the week and clearly shows links to the early learning goals. Staff display notices with suggestions of activities which can be continued at home, or items and objects which can be brought to nursery. This is an effective way to include parents in their child's learning. Parents receive monthly newsletters which share information about the areas of learning, themes, topics and daily routines. Staff take photographs of the children on a daily basis, showing these to parents when they collect their child. Parents enjoy taking story bags home to share with their child and comment on how it makes them feel included with their child's learning.

Organisation

The organisation is good.

Children's care is well supported by the organisation and effective routines of the nursery. Staff know the children well and all have appropriate early years qualifications and experience in caring for young children. Staff are deployed effectively which ensures the setting meets the needs of the range of children for whom it provides. They have a good knowledge of policies and procedures which ensures consistent provision for all the children. Required documentation is in place and attendance registers are kept up-to-date and maintained.

Leadership and management are good. The registered provider, manager and deputy all have a strong vision for the nursery. They strive to create a provision where children's well-being and educational development is fostered. The manager of the setting supports and motivates staff, ensuring they attend regular training; to develop their skills and expertise in providing a stimulating educational provision for the children. The manager monitors the staff through regular appraisals and through observing them on a day to day basis.

The registered person oversees staff appointments, inductions, training needs and monitors changes or alterations which need to be made to the provision. This ensures a well organised provision which meets the needs and educational development of all children. The senior

management clearly recognise the strengths and weaknesses of the nursery and work hard to make improvements and comply with current legislation.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 children's medical needs are recorded separately to maintain confidentiality.

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):

- develop opportunities for all children to make their own mark or write their own name during everyday activities.

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