

Teddy Bears Nursery

Inspection report for early years provision

Unique Reference Number	200790
Inspection date	05 June 2007
Inspector	Myra Lewis
Setting Address	Teddy Bears Nursery, Wesleyan Reform Church, Heath End Road, Nuneaton, CV10 7HG
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Registered person	Diane Hutchinson
Type of inspection	Integrated
Type of care	Sessional 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 is privately owned and was registered in 1983. It operates from a church hall in Nuneaton. The nursery have access to one large playroom and additional side rooms adjoining the main room, an outdoor play area, a kitchen and toilet facilities. The setting serves the local and surrounding areas.

The setting is registered to care for 37 children aged from two to five years at any one time. There are currently 50 children on roll. Of these, 24 receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Opening times are 09.15 to 11.45 Monday to Friday during school term times. Afternoon sessions from 12.30 to 15.00 are offered on Tuesdays and Thursdays when numbers demand this. Children attend a variety of sessions.

Seven members of staff work with the children. Over half of the staff have relevant child care qualifications and there are two members of staff working towards a recognised qualification. The setting receives support from an advisory teacher from the local authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn good health and hygiene practices through simple daily routines. They are actively encouraged to be independent and manage their self-care skills and receive appropriate support from staff when required. Satisfactory nappy changing facilities are in place and staff follow appropriate routines to meet children's individual needs.

Children's health is further protected because staff follow satisfactory routine practices that maintain appropriate levels of hygiene and reduce the spread of infection. Staff have a relevant understanding of first aid and hold appropriate first aid qualifications. A suitable first aid box is in place, the contents of which are checked regularly. All minor accidents and medicines given to children are recorded accurately.

Children have easy access to the outside area where they have many opportunities to develop their physical skills and benefit from being outside in the fresh air. Although space is limited they participate in a suitable range of outdoor activities, such as manoeuvring wheeled toys, playing in the sand or water painting using a variety of different brushes. They move freely between in and outdoors during each session.

All aspects of children's individual dietary requirements are discussed and agreed with parents. Staff are aware of children's specific dietary needs, likes, dislikes and preferences. They enjoy a free-flow snack bar system where they can choose when to have their snacks and drinks. Children show a good understanding of this routine and are well supported by a member of staff. Therefore, children's independence and self-confidence is promoted. Staff ensure children are well-hydrated by making extra drinks available at any time. Children enjoy sociable snack times and learn the benefits of a healthy lifestyle through planned activities and discussions with staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in their surroundings because the nursery has sole use of the premises during operational hours. They are cared for in a happy and friendly environment. Children are provided with a broad variety of toys and resources which are safe, suitable for their purpose and conform to safety standards. Staff have responsibility for a specific area of learning and to ensure relevant resources are available to support children's play and learning effectively.

Space is organised to allow children to move freely and safely around the hall and outside area. They receive good support from staff who actively encourage the children to make independent choices about their play. Safety messages are reinforced through gentle reminders and children are actively encouraged to join in tidying away toys. Full risk assessments have been carried out on all areas used by the children and prompt action taken to ensure identified hazards are made safe or inaccessible to them. Daily checks are carried out to ensure a safe environment is maintained. Fire evacuation procedures are in place, known to all, discussed with the children and practised regularly. Toys and resources are frequently cleaned and all broken toys discarded. There are effective systems in place for the safe arrival and collection of children.

Children are further protected as staff have a relevant understanding of their child protection responsibilities. They understand their role in sharing and recording any concerns they may have and know who to contact should they be concerned. Child protection information is shared with all parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy all aspects of the playgroup and are eager to participate in all activities. They are able to move freely around the room and make independent choices about their play activities. For example, they are able to choose when they play outside, build and construct or sit down for their snacks. Staff get to know the children very well and relationships are good. Staff are supportive of new children's concerns over absent parents or carers by offering them reassurance and comfort, whilst engaging them in purposeful activities. Staff respond with genuine interest to children's questions and general conversations about their homes and families.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation Stage curriculum and plan activities that incorporate all areas of learning, each having responsibility for one area of learning. They work well as a team and meet each week to plan activities around children's learning needs. Plans reflect how themes and topics are linked into the different activities to reinforce children's understanding. For example, children learn about the 'Goldilocks and the three bears' story which is reflected in the role play area. Children make porridge using different sized bowls as a craft activity and listen with interest to staff telling the three bears story using puppets in the quiet room. Children show a good understanding as they talk about size and shape, big and small with staff.

Children generally separate well from parents and carers and play happily. Staff positively encourage children to be independent and provide many opportunities for them to develop their self-help skills. However, there are less opportunities for children to access toys and resources independently which impacts on their independent play opportunities. Children's language is actively encouraged and developing well. They are able to make their needs known to staff and becoming confident when speaking in a familiar group. They have daily opportunities to practise their mark-making skills, using pens, felt-tips and crayons or using their fingers in the sand. They are beginning to understand that print carries meaning and develop an understanding of sounds and letters. They enjoy listening to stories, singing songs and action rhymes. Staff use repetition well to reinforce children's understanding. For example, children use gestures to interpret different sizes as they sing the 'Goldilocks' song.

Children practice their counting at circle time where they count the children and adults present with appropriate support from staff. Younger children are learning to count up to ten, whilst older, more able children can count up to ten and beyond. Children can enjoy many activities that explore shape and sizes. Children build using bricks and thread beads on to laces. They can match and sequence colours and shapes with good hand and eye co-ordination. Staff enable both younger and older children to have regular opportunities to use the computer because there are different ability levels on the software programmes used. Children are beginning to use the 'mouse' with increasing control and skill. They use and handle a range of small tools appropriately, such as scissors, glue sticks and paint brushes.

Children learn about the wider world through discussion with staff and planned activities. For example, they watch frog spawn change into frogs that can jump. Children are developing their creativity through participation in a variety of craft activities. For example, making porridge for the three bears, exploring 'gloop' using their fingers and spoons and using cardboard boxes to build a wall for 'Humpty Dumpty'. Staff vary the role play activities to stimulate children's interests and enable children to explore different roles. Therefore, children are making good progress in their play and learning.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and with equal concern. Children's confidence and self-esteem are effectively promoted. The setting provides good support for children with learning difficulties, disabilities or who speak English as an additional language. They work with parents and other professionals to meet each child's individual needs in a sensitive and caring manner.

Children's spiritual, moral, social and cultural development is fostered. Children are beginning to work and play together. They are actively encouraged to share, take turns and consider the feelings of others. They receive praise and encouragement from staff who acknowledge good behaviour and support children's understanding of what is right and wrong. 'Golden' rules are used to help reinforce children's understanding. As a result, children's behaviour is good.

Children benefit from the open and friendly relationships between their parents and staff. All aspects of their care are discussed and agreed with parents. Time at the beginning of each session is made available for parents to settle their children and talk with staff. All parents know their child's key worker and share information with them about their children. Parental views are sought through regular newsletters and periodic questionnaires. They have regular opportunities to help out during play sessions. Those spoken to comment on a caring staff team who know their children well and support their needs effectively.

The partnership with parents and carers regarding nursery education is good. A comprehensive range of relevant information about the daily organisation of the playgroup and educational programme is displayed and shared with all parents. Two open sessions a year are held to enable parents to discuss their children's progress on a more formal basis. Staff encourage parents to share what they know about their children's achievements and to work together in helping their children make good progress.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by an established staff team who work well together to meet the needs of children in attendance. Activities are planned to stimulate children's interest and therefore allow them to initiate their own play activities. However, the organisation of routine changes and group sizes are insufficient to meet the needs of all children. Children form trusting relationships with the staff and their interaction is good.

All legally required documentation is in place and stored securely. Policies and procedures outline the service provided and are shared with all parents. There are appropriate recruitment and selection procedures to ensure staff are suitably vetted. However, the current vetting system is not sufficiently robust which potentially compromises children's safety.

The leadership and management of nursery education is good. The staff work effectively as a team and plan a good variety of activities that stimulate and interest the children. Weekly planning meetings ensure staff have a clear understanding of their individual roles and responsibilities. Plans are linked to the Foundation Stage curriculum. Managers and staff monitor and evaluate children's ongoing progress through observation and assessments. They receive good support from the local authority advisory teacher in the further development of the pre-school programme. Staff are committed to further training and personal development to benefit children's learning and development.

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

Improvements since the last inspection

At the last care inspection the setting were asked to: improve security; introduce a key worker system for children and review and update the complaints procedure.

In response to the recommendations an action plan was implemented. There are two staff at the door to monitor children's arrival and collection. Children are divided into key worker groups so that parents know who to contact regarding their children. Staff have also introduced a key worker group time during each session. The complaints procedure has been reviewed and updated and the necessary amendments made.

At the last inspection of nursery education the setting were asked to; improve children's independent play opportunities; develop children's concentration and listening skills; devise more effective ways of gaining children's attention and ensure staff use effective questioning skills to promote children's thinking and sharing of their ideas.

An action plan was drawn up to address the key issues raised. Additional resources and equipment were purchased to encourage children's independent craft skills. Self-help resources made accessible to children to make their own choices. Staff use the outside area for more free choice creative expression. For example, mark making in sand and relevant training for staff implemented.

Staff sought advice from their advisory teacher and looked again at the organisation of group times. They have introduced a new registration system and family group times. At the end of each session children are divided into age appropriate groups. However, there are still areas for improvement in this area.

Staff have discussed effective strategies to stimulate children's thinking and confidence in sharing their ideas through the use of constructive questioning, which has been successful.

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 further action 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 may 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):

- improve the organisation of group times and routine changes so that all children's needs are supported more effectively
- ensure the vetting procedures are accurately maintained

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 opportunities for children to self-select their own choice of 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