

Teddy Bears Day Nursery

Inspection report for early years provision

Unique Reference Number	EY287166
Inspection date	17 April 2007
Inspector	Pauline Pinnegar
Setting Address	Martinet Road, Thornaby, Stockton-on-Tees, Cleveland, TS17 0AS
Telephone number	01642 761333
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Registered person	Teddy Bears Nursery
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Teddy Bears Nursery has been registered with the current owners since May 2004. It is located close to the centre of Thornaby and serves the local and surrounding areas. It operates from five activity rooms in a purpose built building. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round except for bank holidays. Children access secure enclosed outdoor play areas.

There are currently 47 children aged from seven months to 10 years on roll. Of these, 10 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and disabilities.

The nursery employs nine members of staff plus a cook. Of these, eight hold appropriate early years qualifications. The group receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's health within the setting is not consistently promoted by staff. Children do not have individual bedding, and face cloths are not maintained for individual children. This potentially risks the spread of cross infection. Although younger children have drinking cups clearly identified for each child, feeding bottles are not clearly labelled. There are clear nappy changing routines in place and staff wear aprons and wash the changing mat after each use. However, one mat in the nursery is split risking the spread of cross infection. Parents know children cannot attend if they are unwell and this helps to protect children from infection; information about infectious diseases is shared with parents. Children begin to understand the importance of good hygiene practice, for example, they are reminded to wash their hands after using the toilet and before eating. Arrangements for first aid and administering prescribed medication meet requirements, however, procedures regarding the administration of non-prescribed medication is not clearly agreed in writing with parents. This is a breach of a regulatory requirement. Written parental consent is not in place for the seeking of emergency treatment or advice. This compromises children's health and safety in the event of an accident.

Children are well nourished at the nursery because they are provided with a good variety of healthy snacks and meals. Meals are nutritious and meet individual dietary needs. Snacks include, chopped apple, banana, pear and raisins and vegetables, which children enjoy and eat well. Snack time is a social occasion for some children, with lots of discussion about what they are eating and what is good for you. This helps children begin to learn about healthy living. However, some children do not eat their snack at the table. Food was observed to be dropped on the floor by children and then eaten. Staff were not aware of the situation at the time as they were pre-occupied trying to organise the distribution of food. Drinks of water or milk are offered regularly to ensure that children are not thirsty. However, fresh drinking water is not available to all children throughout the session. Most children bring their own water bottle from home which is replenished by staff. Sleep and eating routines are in place for the babies which are individual to each child.

Children have regular sessions each day to be active and enjoy fresh air. They are taken for walks some days either to the local park or the within the vicinity. Children move confidently and safely, indoors and out, successfully negotiating space and obstacles. The provision of bikes and climbing apparatus, enables children to develop their physical skills as they manoeuvre carefully around obstacles. However, this was not observed at the time of the inspection. Indoors younger children have opportunities to explore music and movement.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Overall children are confident and settled within the setting which is colourful and attractive to children. They are able to access toys, books and resources independently and safely from the selection available because they are placed at child height. Children are not well protected at all times because staff are not vigilant about children's safety, for example, they are not satisfactorily transported in the nursery mini bus. Although there are suitable seat belts in place, the current law with regard to booster seats is not fully considered, potentially putting children at risk. Clear written procedures are not in the operational plan for staff to follow when escorting children to and from school. Staff are aware of where to evacuate the building, and

procedures are practised routinely with children to ensure that they know what to do in an emergency. Children show familiarity with their own routines and confidently move between the different areas. Children have access to sufficient, safe space to allow them to enjoy a variety of activities. The premises are kept secure because entrance to the nursery is effectively managed at all times. Closed circuit television has been installed within the nursery. However, although a visitors record is maintained within the nursery, inspection staff were not asked to complete the record. Staff talk to children about risks, like not running indoors, to help raise their awareness of safe practice. They use daily routines to raise children's awareness of how to use activities and resources safely. For example, children learn to walk safely to the bathroom waiting for staff.

Staff have a sound understanding of their role in child protection, which ensures that children's welfare is appropriately safeguarded. They have a written child protection statement, which includes procedures to be followed in the event of an allegation being made against a staff member.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Young children are beginning to develop friendly relationships with their carers. Staff have not yet begun to make clear plans and records of children's achievements since the introduction of the Birth to three matters framework. They have limited understanding of the framework. As a result, this does not impact positively on the provision for the under three's. Some staff do not have a good grasp of how young children learn and develop most effectively, and do not plan the next steps for children's development effectively. Children explore dough, paint and water and sand, for example, as they print using their fingers and at the easel. Staff take time to read stories to children and at times give support as they help children to develop skills such as fitting construction pieces together. Children play together in groups and are able to complete activities on their own if they choose. Children show developing imagination and like to engage in pretend play, such as shopping and making drinks for others. Resources, such as role play equipment is suitably organised to develop children's imagination. Children under two years have some sensory play as they explore sound with a range of musical instruments and natural materials such as sponges. Staff are beginning to develop a 'sensory box' for babies under a one year. Children at times enjoy baking activities and recently made 'Easter baskets' and biscuits.

Some children are beginning to show developing social skills as they learn to take turns and share equipment, these skills are effectively reinforced by staff to help children consider each others needs. At times children wander aimlessly with little direction from staff. At other times, activities, such as singing and music and movement, do not provide appropriate challenge for some children and are organised ineffectively. Overall some children do not receive sufficient choice throughout the day because of the lack of efficient activity planning. Activity planning for school age children is not in place. There is no real direction within the group for older children they just choose from the range of resources available such as the computer and board games. However, they do enjoy playing outdoors in good weather.

Nursery education

The quality of teaching and learning is inadequate. Staff do not set high enough expectations of what children can achieve and at times teaching is ineffective. As a result, children's progress is limited. Staff do not have sufficient knowledge of the Foundation Stage or a sound

understanding of how young children learn best. Staff have begun to develop plans. However, planning does not cover all six areas of learning and is not linked to the stepping stones. Learning intentions of activities are not clear. There is too little to capture children's interest and activities and experiences are not well enough matched to children's needs to provide a suitable level of challenge. As a result, some practitioner effort is put into supervising rather than promoting learning through activities. Resources are used satisfactorily to support learning. Children have access to a range of role play resources for example, and some equipment which they can use to develop their own ideas. The assessment system to record children's progress in relation to the stepping stones is not completed consistently for all children and is not kept up to date. As a result, information about children's achievements is not effectively used to plan what they need to learn next.

Children confidently engage in the activities on offer, but become bored as the day progresses as activities do not capture their interest sufficiently. Children are beginning to form positive relationships with adults and peers and friendships are forming as they seek out others to share experiences. They are beginning to have an awareness of boundaries and behavioural expectations of the setting for example as they sit and listen to each other at 'circle time'. There are limited opportunities available for children to develop independence in self care as they are escorted to the toilet, helped with hand washing and handed paper towels. At meal times drinks are poured for children by staff and children do not have opportunities to attempt to self serve their food. Children enjoy listening to stories and show an interest in books when they are set out by staff. Children are able to listen to simple instructions and have emerging self confidence to speak to others about interests at 'circle time'. There are limited opportunities for children to begin to recognise their name or to recognise letters and sounds through activities. There are few opportunities for children to recognise familiar words in their environment because print around the room is not at child height. Opportunities for children to mark make and write for a purpose in all areas are limited. There are few writing materials readily available other than some crayons which limits this area in children's development.

Some children are beginning to show early counting skills and use number names and mathematical language spontaneously. More able children enjoy counting. They are able to recognise when there are more children in the role play area than should be. However, there are insufficient opportunities for children to develop simple calculation and for them to explore space shape and measure. Children have opportunities to explore sand, water and other media. However, they are not challenged to use their senses to investigate why things happen and how things work. They are beginning to develop an awareness of technology in every day life. Children have some opportunities to access the computer and to develop mouse control, and can complete simple programmes. Children are beginning to show an interest in the world in which they live and participate in some outings within the local community such as trips to the park and the library. However, there are limited opportunities available to raise children's understanding of the world through visitors to the setting. Children have appropriate materials to explore different ways of cutting, joining and building for their own purposes. They enjoy joining construction pieces as they design the large car track with skill. Children enjoy using the small equipment and wheeled toys during outdoor play. They can negotiate space well and move freely with control. However, staff do not ensure that they build on existing skills or develop new ones through a range of challenging situations and opportunities for children to develop large motor skills are limited. Children have some opportunities to explore and respond to rhythm as they move and stop during a tambourine activity.

Children enjoy singing some familiar songs such as the 'welcome and goodbye' song and join in enthusiastically. They explore primary colours through planned activities. There are some

opportunities available for children to learn about their senses through the current topic. Children use their imagination well through role play. There are limited opportunities for children to explore drama and their imagination through music.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy warm and trusting relationships with staff. They make close friendships and play well together. Their individuality is nurtured, helping to promote their confidence and self-esteem and giving them a sense of belonging to the nursery. Children work well alongside each other and respond positively to staff requests. They are well behaved and follow behaviour boundaries set by staff. Children are generally settled within the group because staff are attentive and sensitive to their needs. As a result, children's spiritual, moral, social and cultural development is fostered appropriately. Schedules and routines for the babies follow individual needs.

Relationships with parents are friendly and staff use the beginning and end of sessions to share information verbally though the level of exchange varies. Children under five years receive written daily diaries which document care and activities. There is a system in place informing parents of the procedure to be followed if they wish to make a complaint. However, it does not include the correct contact details for the regulator. Parents interviewed at the time of the inspection report positively about the care provided and relationships with staff.

Children begin to learn about the wider world, as staff plan some activities to raise their awareness of the lives and cultures of other people. For example, they find out about festivals, like Divali and Easter. There is a suitable range of resources which promote awareness of difference and diversity such as small world toys, dressing clothes and books. Outings are occasionally planned to help raise children's awareness of their local community and nearby environment. For example, children enjoyed a trip to a local barrage and outings to the library and park. Children are encouraged to use initiative and make choices and decisions as they plan their own play. Children within the group with learning difficulties and disabilities are appropriately supported to promote their development.

Partnership with parents and carers in relation to children receiving funded nursery education is inadequate. They have no access to information about the Foundation Stage curriculum. They are encouraged on limited occasions to enjoy activities with their child by providing resources from home but not to consolidate their child's learning experiences. Parents are able to see their child's assessment record at any time and more formal 'communication' have taken place in the past. Parents overall, are not well informed about or involved in what their children are doing and learning. Activity planning is not displayed for their attention.

Organisation

The organisation is inadequate.

The nursery is organised to accommodate children in different age groups and the manager endeavours to maintain staff ratios at all times. The nursery is organised in a way that enables children to be grouped appropriately according to age. Group size of babies and young children supports their development. Staff working with younger children have insufficient knowledge to plan sufficiently challenging activities to promote their development.

Policies and procedures are in place to support children's welfare. However, these are not shared very effectively with parents and at the time of the inspection they were a little disorganised and initially not available for inspection. Induction procedures help to ensure procedures are applied, so that children are protected. Staff are appropriately vetted and have suitable skills and experience to work with children. Most required documentation which contributes to children's safety and well-being is in place. Parent's wishes regarding their child's care influence day-to-day practice and clear written agreements are recorded.

Leadership and management are inadequate. Systems for monitoring and evaluating the quality of teaching and learning are not sufficiently rigorous. As a result children do not receive a curriculum which is of a satisfactory level. Access to appropriate training and development opportunities for staff has been quite limited. They are not sufficiently familiar with the early learning goals. There is no established appraisal system in place to identify on going training needs for staff.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was required to make available to parents a written complaints procedure which includes the address and telephone number of the regulator. The provider was also asked to: review menus to ensure there is a variety for children with special dietary needs; organise space to encourage children's independence and increase the availability of comfortable furniture for children over one year of age; maintain confidentially with regard to medication records and ensure they are signed by parents to acknowledge administration; ensure that the procedure for uncollected children is put into writing; ensure the written statements for special needs, behaviour management and child protection contain the correct information and that they are readily available to parents.

Documentation has improved since the last inspection. There are now written statements in place for behaviour management, special needs and child protection. There is a clear procedure in place for uncollected children. Although there is a written statement in place with regard to complaints for parents, it does not include the correct address of the regulator. Medication records are now maintained confidentially and are signed by parents. Menu's have been reviewed and children are now offered a varied and balanced diet meeting all their individual dietary needs. However, most written statements are not easily accessible to parents as they are stored in the office.

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 complaint record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure prior written parental consent is in place to administer non-prescribed medication
- ensure positive steps are taken to promote safety when transporting children in a vehicle and there are clear operational procedures in place for escorting children to and from school
- plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- increase staff's knowledge of the Foundation Stage and of how to deliver the curriculum effectively
- improve planning and assessments so they are in line with the Curriculum Guidance for the Foundation Stage, on order to promote children's learning in all areas
- improve the partnership with parents so that they are informed and involved in their children's learning and progress
- ensure systems which monitor the quality of teaching and learning are rigorous and effective.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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