



Teddies Nurseries - Esher

Inspection report for early years provision

Unique Reference Number	122449
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Inspector	Cheryl Walker / Carol Newman
Setting Address	5 Wolsey Road, Esher, Surrey, KT10 8NT
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Registered person	Teddies Nurseries
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?

Teddies Nurseries (Esher) opened in 2000. It operates from five rooms situated within a converted chapel, located in a residential area of Esher. Teddies Nursery serves the surrounding area. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 75 children from 3 months to 5 years on roll. Of these, 18 children

receive funding for nursery education. Children attend a variety of sessions. The nursery currently supports children with special educational needs and children who speak English as an additional language.

The nursery employs 14 staff who work with the children on a full or part-time basis. Over half the staff hold early years qualifications to NVQ level 2 or 3. Currently, two members of staff are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of a healthy diet and enjoy helping to prepare snacks. They benefit from a healthy balance of freshly cooked meals, which provide them with a sound nutritional diet and promote healthy choices. Their individual dietary needs are respected and well catered for through good liaison with parents.

Children's health needs are addressed because there are good procedures in place for infection control and children know to wash their hands after using the toilet and before eating. Most documentation with regard to accident and medicine recording is in place. However, staff and parents do not consistently sign forms.

Children move very confidently. They competently manoeuvre around obstacles in a very limited space and practise throwing skills using beanbags. Children have limited opportunities to develop their climbing skills, as they do not have regular access to large apparatus. However, most children join the walking bus to walk to school. This encourages healthy practices and the children's understanding of the effects of exercise on their bodies. Children's fine motor skills are developing well. They show good control when using scissors to cut out their planets and when water painting outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment where they grow in confidence. Space is organised well and children settle quickly on arrival. They have access to a wide range of good quality toys and resources appropriate to their age and stage of development. Children receive gentle reminders that help them to recognise their own safety needs and those of their peers. For instance, staff encourage children to walk inside the building rather than run.

Children are safe and secure within the premises. High levels of security are in place including close circuit television, an intercom system and security gates. Children enjoy their play in a safe environment where staff are vigilant and use risk assessments to reduce potential hazards. However, the written risk assessments do not identify what action is to be taken to remedy the issues highlighted or give timescales for action.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. They receive clear information regarding signs and symptoms of abuse, which supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children throughout the nursery are generally confident within the setting and have built good relationships with the staff. The younger children receive many cuddles and have secure bonds with their carers, which increases their sense of wellbeing. They benefit from routines that are consistent with their experiences at home.

All children play happily with each other and with staff and enjoy a good range of resources. Enthusiastic story telling holds young children's attention and short stories encourage their concentration. Whilst planning takes place for younger children to ensure a variety of activities, it does not fully extend children's learning and developmental capabilities. Staff are beginning training on the Birth to Three Matters framework to enable their further understanding of ways in which to promote very young children's development.

Nursery Education

The quality of teaching and learning is satisfactory.

Children speak readily to peers and adults. They willingly talk about the things their friends have brought to nursery. Most children express themselves clearly. Children learn to be independent and to take care of their own needs when they pour their own paint and spread their crackers at snack time. Some children are confident writers and attempt to write their name as an adult led activity. However, they do not routinely write their names on their artwork. Most children enjoy looking at books and they turn the pages carefully. They listen and respond appropriately at story time.

Children count confidently forwards and backwards as they count down for their rocket's take off and when playing "What's the time Mr. Wolf". The children's understanding of space, shape and measure is developing appropriately. They use appropriate mathematical language during free play activities such as bigger and smaller. The daily routine is not sufficiently exploited to encourage the children's understanding that the use of number, writing for a purpose and information, communication technology is a life skill, for example at snack time and during role play.

Children investigate using their senses. They play games that encourage them to explore objects and sounds. They sing softly and loudly, listen to their names being whispered and explore objects in the water tray with bubbles. Children have planned opportunities to use programmable toys such as the "Bee-bot".

Children express themselves creatively through a range of mediums. They paint, draw and make collages that link to their topics. They make Rangoli patterns for the festival of Diwali and planets for their "Out of this World" topic using a range of

materials such as black paper and tissue. However, most creative activities are adult led and the children do not access the full range of interesting resources to develop their own projects. The structure of the day does not allow children to continue with an activity to its natural conclusion.

Staff create a welcoming environment where children's work is displayed and labelled. This shows children's work is valued and gives them a sense of belonging.

Staff make some regular observations and record achievements in the children's profiles. This helps the key staff to plan for their group and to identify learning and developmental needs. Appropriate activities are provided, but consolidation and extension of children's individual skills is not supported sufficiently or documented in planning. Therefore, children do not always remain challenged and interested and their learning is not always appropriately progressed.

Helping children make a positive contribution

The provision is good.

Children's individual needs are respected throughout the nursery. There are good opportunities for them to gain insight into other cultures, which promotes their understanding of the wider community. Children with English as an additional language are well supported as staff learn words from their first language to aid communication. The nursery works with outside agencies to offer support to children with special needs. Children behave suitably at most times and respond to requests for good behaviour. However, staff do not always give effective explanations regarding the reasons for the requests. This means children do not have a clear understanding as to why behaviour is unacceptable. Children's spiritual, moral, social and cultural development is fostered.

Relationships with parents are friendly. They are made welcome and receive regular information concerning their children's care. The partnership with parents and carers of funded children is satisfactory. Parents receive some information about the Foundation Stage. The "Butterflies" notice board outlines the activities for the day, the theme and some additional activities to support learning at home. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning.

A two way flow of information through regular parents' evenings, one to one meetings with key workers and daily verbal feedback ensures staff and parents are aware of children's achievements.

Organisation

The organisation is satisfactory.

Leadership and Management are satisfactory. There are clear aims for the provision and staff are made aware of these during meetings. These aims reflect a commitment to improving the quality of care and education and are detailed in the

Quality Continuance Plan.

Staff understand their role and responsibility. They have the opportunity for professional development and the management actively encourage staff to attend training. The nursery group have effective procedures in place. However, the staff do not implement these consistently. Therefore, the quality of children's experiences may vary according to their position in the nursery.

Effective recruitment procedures ensure that staff are appropriately vetted, qualified, and suitable for their role and a clear induction package enables staff to feel supported from an early stage in their employment. Deployment of staff is mainly effective, however, ratios of staff to children were not suitably maintained for a significant period in one room during inspection. This could affect children's safety.

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

Improvements since the last inspection

At the last inspection, the nursery was asked to make improvements in the areas of planning, behaviour management and the opportunities for parents to receive information on their children's progress. The staff have worked hard to implement changes and some improvements have been made with regard to planning, although further work needs to be done in this area to ensure all children's learning is fully promoted.

A clear behaviour management policy is in place and staff use positive methods to manage children's behaviour. The use of explanation in ensuring children understand is sometimes inconsistent.

Parents of young children receive good information about their children's care by way of verbal feedback, daily reports, parent's evenings and the opportunity to join the parent's association.

At the last inspection of funded nursery education, the setting agreed to improve the staff knowledge of the early learning goals, the exploration of calculation through daily routines for all children and the role-play situations to develop mark-making skills.

In addition, the setting agreed to provide more scientific activities including opportunities for children to explore technology, to develop the children's use and enjoyment of books, to develop the programme for outdoor play, to provide more challenge for 4 year olds and to involve 4 year olds in developing their independence through routine activities.

Staff who deliver the nursery education programme have had planning and assessment training and are working towards level 3 qualifications. They also attend in house training to improve their skills.

Children enjoy a good range of number rhymes and songs where they learn the concepts of simple addition and subtraction. However, the daily routine is not

sufficiently exploited to develop the children's understanding of the use of number as a life skill. Some writing resources are available in the role-play area. However, the staff do not encourage the children to use these resources in their role-play.

Children have planned opportunities to use the "Bee-bot" programmable toy. They have access to telephones and tape players and there is a computer available. However, the computer is not regularly in use. Children enjoy story time and participate well. They have access to a range of books throughout the day and some children choose these freely and use them with respect.

The new management are taking steps to develop the outdoor area to provide more challenge for the older children. This includes the purchase of climbing and balancing equipment.

Children are encouraged to be independent at lunchtime by finding their own place mats and cups and they spread their own crackers at snack time, taking turns to use the pot and the knife. Children visit the toilet independently.

Complaints since the last inspection

Since the last inspection, Ofsted has received three complaints about this provision. The complaints related to Standard 1 - Suitable Person; Standard 2 - Organisation; Standard 3 - Care Learning and Play; and Standard 11 - Behaviour.

An unannounced visit was carried out following one of the complaints and the provider was asked to carry out an internal investigation for the remaining complaints received. On all occasions, no evidence was found to suggest that any standards had been breached and the provider remains qualified for registration.

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 all accident and medication records are signed by staff and parents
- develop the risk assessment systems to include all outdoor areas and identify timescales for actions to be taken to minimize risks
- ensure staff ratios are maintained at all times and registers show accurate attendance.

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 planning, observation and record keeping so that the next steps for each child are identified and ensure that appropriate activities or one to one work is included in the programme to ensure children are consistently challenged and moved on in their learning at a good pace with individual talents being maximised (also applies to care)
- ensure the daily routine and planned activities are exploited to develop the children's understanding of the use of number, writing for a purpose and information, communication technology as a life skill
- encourage children to explore and investigate the excellent range of resources in order to develop their own projects and encourage their imagination and ensure children can pursue these activities to their natural conclusion (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk