

Teddies Nursery

Inspection report for early years provision

Unique Reference Number	EY153174
Inspection date	04 July 2007
Inspector	Samantha Smith
Setting Address	Willingale Road, Loughton, Essex, IG10 2BQ
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Registered person	BUPA Insurance Services 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Teddies Nursery opened in 2002. It operates from purpose built premises within the campus of a secondary school and community centre in Loughton. The group serves the local and wider areas.

There are currently 63 children from birth to five years on roll. This includes 22 funded three-year olds and four-year olds. Children attend for a variety of sessions. The setting supports children who have English as an additional language. The nursery opens five days a week for 51 weeks of the year. The core hours are from 08:00 until 18:00.

There are 15 staff working with the children on a full and part time basis. Over half the staff have early years qualifications to Level 3. Two members of staff are currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment where good hygiene practices are maintained. Their health is promoted as they learn to manage their own personal needs through well-established routines such as washing their hands after using the toilet and before eating, washing their faces and brushing their teeth after lunch. This is reinforced through colourful displays in the bathroom.

Current procedures followed by staff are mostly effective. For example, staff use aprons when serving food and changing nappies and outdoor shoes are not worn in the baby room. However, there are weaknesses in the current nappy changing procedures which potentially exposes children to cross-contamination. Over half the staff are qualified in emergency first aid, enabling them to care for children appropriately in an emergency situation.

Children are very well nourished. They have a good choice of nutritious and attractively presented meals. This helps them develop good eating habits. The cook has a very good understanding of healthy eating for under fives and their dietary needs are known and well met through the excellent provision of snacks and lunch. They are developing healthy eating habits and staff further promote this through discussions, displays and focus topics. At mealtimes children are developing high levels of personal independence and take great pleasure as they choose what they want to eat and serve themselves. They talk happily with each other and members of staff throughout mealtimes.

Children take part in a range of activities that promote physical development and co-ordination. They are developing a positive attitude to fresh air and exercise. They demonstrate good control and co-ordination in musical movement sessions as they learn to manage their own bodies and enjoy lots of opportunities to practise this. Staff and parents are working together to renovate the garden to make it more fun and stimulating for all children. Plans include sensory gardens, visual displays and challenging equipment made from natural resources such as logs. However, there currently is a high volume of bees and wasps in the garden which could potentially affect children's health if stung.

Babies and toddlers are beginning to develop preferences and make choices for themselves as they freely explore toys and resources. They are learning to control their own bodies gaining physical skill appropriate to their development as they learn to sit up unaided and crawl. Staff use the 'Birth to three matters' framework to provide a good range of physical play experiences for them and they follow individual routines for eating and sleeping. This ensures continuity of care and contributes to their physical well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The organisation of the play space along with daily risk assessments ensures the setting remains safe for children. Resources are checked and cleaned regularly in order that they remain in good condition. Toys and resources are stored at child level, allowing them to independently select what they would like to play with. Their understanding is further supported as staff gently reinforce and remind children of potential hazards. For example, 'lets sweep up the sand

so that we do not slip' and when older children serve themselves their lunches they are reminded to walk very slowly and carefully so that they do not spill or drop their plates.

Staff have created a safe and child friendly environment where very young children and babies can crawl and learn to walk. There are sufficient cots and beds that allow children to rest and sleep in comfort and safety and staff regularly check them.

Children's welfare is well promoted and safeguarded through the excellent security measures that are in place. For example, the main entrance is kept locked, visitors are permitted entry by staff and are required to sign in and out, ensuring an accurate record is kept of people on the premises. There are effective procedures in place for the safe collection of children, ensuring only persons authorised to do so may collect children from the setting. Fire safety is taken into account through yearly visits from a fire officer and prompt action is taken to meet any recommendations made. The emergency evacuation procedure is practised regularly and records are kept of who took part along with any action to be taken. As a result staff and children know what to do in an emergency. There are designated staff members for health and safety and fire and emergency.

Effective child protection procedures promote and safeguard children's welfare and the staff have a good knowledge and understanding of their role in protecting children as this is mandatory training for all staff. There is also a named person for child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and confident in the nursery. Staff are very aware of their individual needs; they offer good levels of support and assistance and as a result children achieve well. Warm, caring relationships have been established with the children and staff listen to them and value what they have to say. Staff have good knowledge of child development and a sound understanding of early years guidance such as of the Curriculum guidance for the foundation stage and 'Birth to three matters' framework. This helps them in supporting children to achieve as well as providing an interesting and stimulating range of activities.

As a result, children are well supported to achieve and make steady progress. Children have access to a range of activities such as role play, construction and messy play. They are encouraged to develop and express their creativity through activities such as cutting and sticking and cooking activities and as they explore the taste and texture of cooked pasta.

Babies and young children access a variety of sensory toys and equipment. Various resources, displays and mobiles provide visual, tactile and auditory stimulation. Staff sit on the floor with young children helping them to explore various toys. Children are developing good hand-eye co-ordination and small motor skills as they learn to fit shapes into the corresponding hole in posting boxes. They are able to select toys and resources they wish to use from a good variety available. They are keen and willing to take part in activities and sit well to listen to stories, actively contributing their own ideas which are valued by staff.

Nursery Education

The quality of teaching and learning is satisfactory.

Children benefit from an environment where staff are keen and enthusiastic. They use a variety of methods of teaching and questioning techniques to extend children's thinking and learning, for example, through the use of positive interaction and open-ended questions.

Staff working with the funded children have recently taken over this area and have made some positive steps in developing this. The lead person responsible for this has a sound knowledge of the Foundation Stage curriculum and provides support for other staff members working with her. They continue to develop the planning to ensure that learning intentions are clearly identified, that methods to identify and support children's individual needs are in place and that adaptations to suit children's needs are demonstrated. Staff observe children at play and record their progress through the stepping stones towards the early learning goals. However, it is not clear how this information is used inform future planning or to plan the next steps of learning.

Children have access to a varied range of resources to support their learning and they display good levels of confidence and eagerness as they participate in activities and acquire new skills. Children are encouraged to develop some personal levels of independence as they serve themselves at mealtimes and assist their own personal needs. Children are confident communicators, initiating conversations with adults and peers. They talk about things that are important to them as they share past experiences with each other. Some children can recognise their own names as they find their names displayed on the walls. There is a good level of visual stimulus with regard to the written words and numbers throughout the setting. Mark-making opportunities in daily activities provide opportunities for children to develop their understanding of writing for a purpose.

Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences and they access the drawing and writing table freely.

Children are developing an understanding of the natural world as they explore different natural materials through various activities such as planting, drama and music sessions. In the music sessions children enjoy the wonderful experience of learning about and using musical instruments made from natural resources in various different countries. Others resources and topics help children to further their understanding. For example, topics such as foods from around the world, resources such as magnets, calculators, hole punchers help children gain an understanding of how things work. Children use their imagination as they take part in activities to develop their creativity such as music and craft activities using a variety of materials. On the whole children are making sound progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are valued and are warmly welcomed into the setting. They benefit from the excellent procedures in place to support them as they settle at the nursery and separate from their parents and carers. They receive good support and care because their needs and circumstances are well known and staff work hard to ensure that individual routines are followed. They are encouraged to respect themselves and others as they learn about the wider world through a range of books, resources, activities and celebrations which reflect positive images of diversity. Children's spiritual, moral, social and cultural development is fostered.

Children participate in all activities and feel a sense of belonging. Procedures are in place and staff have undertaken appropriate training to ensure that their practice remains relevant and

up to date to support children with disabilities and their parents. Children behave well and staff use lots of positive praise and encouragement to acknowledge their achievements. As a result, this boosts confidence and promotes children's self-esteem. The setting has a clear behaviour management policy in place, which is implemented in practice.

All children benefit from the effective close working partnership between their parents and staff. Consequently, this contributes towards maintaining their well-being, development and progress. Information from parents regarding their child's likes, dislikes and routine provides a good starting point in identifying individual needs. Parents receive useful information about the setting and the successful key worker system ensures information is continually exchanged and shared. Children's developmental records are always available for parents to view upon request outside of the programmed parents' evenings and there is a good two-way exchange of information on a daily basis. Bright, attractive, informative notice boards provide information regarding activities, topics, information about the curriculum, recent and upcoming events, staff and manager on duty and menus, and the setting's certificate of registration is displayed. New parents are provided with written information which includes information regarding the setting's policies and procedures and are taken on a tour of the building.

Partnership with the parents is given high regard by the setting and they continually ask parents for their views through the use of questionnaires and are they are kept up to date of any action taken and future plans following their consultations. A number of communication systems are available to accommodate all parents, including daily chats, newsletters, telephone, communication sheets and e-mails which enables the parents to share and receive up to the minute information.

The partnership with parents and carers of children who are in receipt of funded nursery education is outstanding. In addition to the notice board, parents and carers receive information about the Foundation Stage curriculum through a tracker book that is used for their child and through informal discussions which provide opportunities for parents and carers to discuss their child's progress. They play an active role in their children's learning and they are encouraged to spend time in the setting. There is an obvious good rapport between staff and the parents. Parents can view the weekly plans which are on display and they receive regular progress reports which they also contribute towards. Meetings are arranged with their child's key worker to discuss achievements and progress.

Organisation

The organisation is good.

The registered setting gives high priority to the care and welfare of children. Robust systems exist for the recruitment, vetting and induction of all staff. The staff team work well together, creating a caring environment for children in all areas of the nursery. They are effectively deployed throughout and appropriate cover is available if needed. Training is organised to meet individual needs of the staff as well as the needs of the group and to maintain and improve the provision. Qualified and experienced staff demonstrate a good knowledge and understanding of children's developmental needs. All staff working with funded children are using the Curriculum guidance for the foundation stage and staff working with the younger children are using the 'Birth to three matters' framework when planning for the needs of children.

Policies and procedures are effectively implemented to provide positive outcomes for children and give clear guidelines for staff and parents. Regulatory documentation is in place and written policies and procedures are implemented effectively to promote positive outcomes for children.

Leadership and management is good.

The management team have worked hard to build a team of co-operative, committed and well motivated staff, who work well together to ensure the effective operation of the setting. Staff each have clear roles and responsibilities which are implemented effectively. Staff attend regular team meetings and there are appraisal systems in place. There is a strong focus on personal development and achievement and all staff attend regular training. Staff are valued and the manager recognises the contribution made by each of them as a strength of the setting. The company has an excellent reward system in place where staff receive benefits for their contributions and ideas to the company for which the cook has received a 'Ready Teddy Cook' award for the most outstanding cook throughout the region. Staff can be nominated by each other or parents and attend an events day where they enjoy the opportunity to meet other staff and attend an awards ceremony.

Effective strategies to continuously monitor and improve the provision are being developed to ensure good levels of care for all children. The setting works co-operatively with other professional organisations and the local authority to develop the quality of nursery education.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to devise a system to make all policies and procedures available to parents at all times. A copy of the policies and procedures are made available along with displays and notice boards in the entrance hallway. As a result parents can access these at any time should they wish to do so, this supports the excellent open relationship already in place.

The setting was also asked to review the behaviour management practices to ensure that all staff, including agency staff, students and volunteers understand and consistently apply effective ways to manage children's behaviour, taking into account their age and stage of development. All staff are given a full induction which includes behaviour management. A copy of all the policies and procedures are available in each class and the staff room and agency staff, volunteers and students are given a induction to help them understand how the setting work, including behaviour management. This ensures that the policies are implemented effectively, maintaining consistency.

The setting was given another recommendation to review the provision and rotation of toys, equipment and play resources to ensure that there are sufficient and a wide range available to meet the developmental needs of children from one to under five years. There is a good range of toys and resources available for children to freely access and activity plans are broad and varied, contributing to developing children's all round development.

Nursery Education

At the last inspection the setting was given two recommendations to improve the nursery education. They were asked to develop staff's understanding of the Foundation Stage. The member of staff currently working with the funded children, with overall responsibility of this, demonstrates a clear understanding of this and she supports other staff in the room. As a result good progress is being made to further developing this area.

The setting was also asked to review planning systems to ensure that the learning intentions of activities are clear across all areas of learning. The team are continuing to develop this area.

Complaints since the last inspection

Ofsted received a concern on 22 August 2006 regarding National Standards 1 (Suitable person), 2 (Organisation), 6 (Safety), 8 (Food and drink), 12 (Working in partnership with parents and carers).

An Ofsted childcare inspector conducted an unannounced visit on 23 August 2006 to investigate this concern in relation to these National Standards. As a result of the investigation the provider was given 8 Actions under National Standards 2, 3, 6, 7, 8, 12 and 14.

A satisfactory response to these actions was received on 17 October 2006

Ofsted received concerns on 23 October 2006 regarding National Standard 1 (Suitable Person), National Standard 2 (Organisation), National Standard 6 (Safety), National Standard 7 (Health) and National Standard 14 (Documentation).

An Ofsted inspector made an unannounced visit to the setting. During the visit, the childcare inspector interviewed staff members; reviewed documentation (including policies and procedures) and made observations around the setting. As a result of the information received and evidence gathered, an action has been set under National Standard 14, and recommendations raised under National Standard 6 and National Standard 7.

An Ofsted Inspection Team Manager has reviewed the information received.

Ofsted can confirm that the registered person remains qualified for registration.

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The quality and standards of the nursery education are satisfactory.

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):

- consider the current hygiene procedures in regards to changing nappies to ensure that children's health is fully promoted
- consider further promoting children's health outside, this refers to the number of bees in the garden.

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):

- improve the evaluation and assessment procedures to ensure each child's individual developmental needs are met and that their next steps of learning are clearly identified and that observations are used to inform planning
- ensure clear learning intentions are identified so that activities have a clear purpose.

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