

Teddies Nurseries Ltd

Inspection report for early years provision

Unique Reference Number	109191
Inspection date	10 September 2007
Inspector	Sylvia Dindar
Setting Address	3 March Road, Twickenham, Middlesex, TW1 1BW
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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 good.

WHAT SORT OF SETTING IS IT?

Teddies Nursery is one of a chain of nurseries owned and managed by BUPA Health Care Group. It operates from a purpose built premises and is situated in a residential area of Twickenham. Children who attend the nursery are from the local and neighbouring areas.

There are currently forty five children on roll. This includes eleven three year olds who are in receipt of funding. Children attend for a variety of sessions.

The nursery opens Monday- Friday all year round. Sessions are from 08:00 to 18:00.

There are eleven permanent members of staff and ten who are working directly with the children. All permanent staff have an early years qualification suitable for their roles and responsibilities. Staff hold a variety of early years qualification.

The nursery receives support from the Early Years Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted as secure procedures are in place for the safe administration of medication and all accidents are well recorded and shared with parents. More than half the staff hold an appropriate first aid qualification so staff are able to deal with children in an emergency. A sick child policy is in place and this is shared with parents so that they understand the nursery duty to protect the health of all the children. They are provided with information on infectious diseases so that they can act responsibly when their children are ill, protecting other children. Systems are in place to ensure that adequate cleaning takes place minimising the spread of infection. Children are learning good hygiene routines, for example they clean their teeth after their meals. Nappy changing routines are highly effective as staff wear aprons and gloves when changing babies and clean down mats after use, limiting cross infection. Children have their own individual bedding which is clearly identified and regularly laundered.

Children enjoy home made nutritious food which meet their individual dietary requirements and does not have any sugar or salt added. Meals and snacks are well balanced and provide the nutrients to keep children healthy. For example they are offered a range of different fruit and vegetables as well as protein with their meals. Good systems are in place to ensure those children with allergies only eat food that is safe for them. Older children are able to help themselves to water and fresh juice at snack time. Babies are offered drinks regularly these include the milk of their parents choice and water. They are fed on demand allowing for differences in children's routines. It is the Teddies Nursery policy to provide a winter and summer menu, however this is closely monitored by the staff ensuring that children enjoy and eat their food, the nursery cook has the flexibility to change the menu. She works closely with the staff in ensuring food is of the right consistency for individual children who are on weaning programmes. Children develop healthy choices, for example, they are offered a range of dried and fresh food for snacks.

Children are protected from the sun's harmful rays as staff ensure that children wear sun hats in the hot weather and apply sun lotion liberally to children before they go out to play. Older children understand that if they do not protect themselves in this way they will get burnt. They also understand that they need to drink more water in the heat to keep them from getting thirsty. Staff remind them if they find it too hot there are shady areas in the garden such as the play house or tent.

Children benefit as the nursery has a strong emphasis on keeping healthy and encourage physical fitness. They do this through a wide variety of exciting activities, for example, through music and movement. Through daily exercise in the garden where they have space to run around and practice manoeuvring their bodies on wheeled vehicles in the play area. Children confidently climb, for instance, over the climbing frame and up the slide and learn their own limitations. The nursery employ specific companies to provide fun and a variety of different exercises to enhance the work they do themselves. So children learn to exercise to music and rhymes that are fun, they balance with hoops on their legs and arms, they learn to bounce balls and move around their environment avoiding with each other.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children safety is paramount within the nursery and staff show good supervision of children. Thorough risk assessments are carried out regularly. When staff identify a hazard an action plan is put in place and carried out ensuring that the risk minimised. For example, stair gates are in place to stop children from accessing areas of potential danger and all cleaning materials are kept out of reach of children. The building is secure and all visitors are required to use the 'buzz' entry system to identify themselves before gaining entry to the premises. Notices remind parents of the importance of shutting gates behind them. Children begin to learn how to keep themselves safe as staff talk to them about such things as road and fire safety.

Children play in rooms that are well organised and are able to access toys from low floor standing storage units, allowing them choice and independence. Toys provided are suitable for the age and stage of the children in each room and checked regularly to ensure that they are safe and in good working order. New equipment is risk assessed before it is put into use and the company only buy from reputable suppliers and ensure that equipment conforms to British Safety Standards.

Children are familiar with the emergency evacuation procedures and these are carefully timed and monitored so that children are able to exit within a three minute time scale. Evacuation cots are used for babies keeping them secure. All fire fighting equipment is regularly checked and to ensure it is in working order.

Children are cared for by staff who have knowledge of the signs and symptoms of abuse. The child protection policy and procedures have been reviewed recently ensuring that they are effective and meet with the recent changes to legislation. Clear systems are in place to deal with any concerns and this explained to parents through the child protection policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well settled in the setting and benefit by being cared for by staff who have good knowledge of child development and understand how children learn. Staff carefully plan a wide range of exciting activities for babies and toddlers under three using the Birth to Three Foundation Framework, they observe and record children's development and use their observations to ensure that children are engaged in meaningful play activities that are fun and stimulating and capture their interest. Children form good relationships with their adult carers who listen and respond appropriately to both their verbal and non verbal messages. Babies are cuddled when fed so that they feel secure. Younger children have opportunities to snuggle in with staff, and enjoy cuddles as they listen to stories or join in animatedly with songs. Toddlers enjoy group activities and are learning to take turns and share. They are involved in simple games which encourage talking and developing their language skills. Their senses are stimulated by the rich environment in which they are cared. Music is used to provide a relaxed atmosphere for resting as well as exciting music to dance and move to. Different textured materials are used to soften the environment and provide interest, for example, in the toddler's book corner; wooden edges are softened by fur fabric. As a result children enjoy relaxing with books on soft cushions and stroking the material and enjoy the therapeutic effect. In the baby room babies and younger toddlers are keen to explore their environment as it is full of interesting and exciting equipment; made from man made and natural materials. The harshness of the ceilings is defused by soft materials hanging from the ceilings, providing another area of visual interest.

The clever use of light and mobiles made by the toddlers in their craft activities provides an interest for babies to focus their eyes on. The nursery employs specific companies to provide fun and a variety of different physical exercises to enhance the work they do themselves. So children learn to exercise to music and rhymes that are fun, they balance with hoops on their legs and arms, they learn to bounce balls and move around their environment avoiding with each other. Baby's physical development is very well supported. For example, babies who are crawling are keen to explore their environment as its an exciting and safe place to be, they like to see themselves in the mirror and enjoy playing peek a boo behind the attractive curtain strategically placed by staff. Good organisation in this area means that sturdy low furniture is arranged so that babies are able to pull themselves up to stand. When babies begin to walk staff are mindful that children begin to take risks. At this time staff show good supervision and find a good balance between children's development needs and keeping them safe.

Nursery Education

The quality of teaching and learning is good. Children make good progress because staff are knowledgeable and experienced, they are good role models and demonstrate an enthusiastic approach to learning. Plans cover all areas of learning, and activities are generally well planned to support the learning intention. A wide variety of interesting resources maintain children's interest and promote their learning. Children are encouraged to be mostly independent learners and are encouraged to make decision themselves. Children enjoy some independence in their in their personal care , for example they wash their hands at low sinks and can help themselves to paper towels and soft soap and staff. However, staff do not extend this further and allow children to take themselves to the toilet unaccompanied, so children are not being prepared for the time when they will need to be wholly independent in school.

Children become involved in activities of their choosing as most times they are able to freely choose what they want to do. Children enjoy exploring books by themselves, most of the times they sit and listen well to stories and become absorbed, and take part, however little thought has gone into the story time before lunch, which is constantly interrupted by staff taking child out and bringing them back in to the room. As a result at these times, children loose concentration and become distracted. Children's observations are on going and thorough, with achievements noted, and are used effectively to plan for individual progress towards the early learning goals.

Children are very happy and enjoy their time at the nursery, behaviour is good. They are beginning to form firm friendships, they share play experiences and resources and play well together. They develop a sense of community through visits to local amenities, such as visits to local parks and libraries. They learn about community roles when they are visited by such people as the local police and fire officers. Parents are warmly welcomed and children learn about other cultures and religions. Staff parents and children are encouraged to share their knowledge, celebrating the differences in their individual cultures. Once a month the children sample food from different from other cultures.

Children language is well developed and children are keen to communicate. They chat confidently while they play, starting conversations with other children, staff and visitors and listening well to each other. They have opportunities to write for different purposes and are starting to recognise letter sounds and to form them correctly.

Staff make good use of daily routines, such as lining up and registration times, meal and snack times to bring meaning to numbers. As a result many children are learning to count. Some

children count up to five and other to 10 and beyond. They use their counting skills in number rhymes and are developing their understanding of space, shape and measurement.

Children explore and investigate natural resources such as plants, fish and insects such as ants. They spend time planting bulbs and seeds and are involved in taking care of them, watering them and observing how they grow. When children demonstrate an interest in nature, for example mini beasts or dinosaurs, staff plan activities to capture their imagination expand their knowledge, planning activities to interest children. Children are given opportunities to design, construct and create imaginatively as they access a range of construction equipment including recyclable materials, which they use for junk modelling. Children are developing their confidence in the use of information technology, they confidently use a mouse. They have access to a range of programmable toys. For example children are given a new toy bug, children soon work out how to stop and start it, manoeuvring levers and using the hand eye co-ordination to ensure that the bug moves around where they want to.

Children use their senses to enjoy and explore freely. They join in enthusiastically with songs, and move to music imaginatively. They explore creatively using paint, for example they create bubble paintings and patterns using printing techniques. Children are learning how to use tools safely to cut fruit and shape, dough. They show confidence when using scissors as they have regular easy access to practise their cutting skills. Children have opportunities to develop their imagination in role-play, they use a range of resources which enable them to re-enact familiar scenes such as a picnic with a friend or making a preparing food using the play kitchen. Once a month the children sample food from different from other cultures.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging and feel at home in the very friendly environment. An effective settling in procedure is in place so that information can be exchanged between parents and staff and relationships built between the child and their key worker. This ensures a smooth transition from their home life into the setting and children settle well. As children move through the nursery, care is taken to prepare them for the changes, consequently this promotes a sense of security and as a result children deal well with the change.

They develop self-esteem because staff plan ways for them to feel good about themselves. For instance, children take it in turns to be helpers and are rewarded with certificates. They help with such things as setting the table for lunch and preparing rooms for play with staff. Children proudly show off their place mats made with photographs of themselves. The nursery has a special occasion's photo album which records important events in the children lives at nursery and parents are asked to contribute photographs of event from home. Children know they are valued by staff who celebrate their attempts and achievements with realistic praise and encouragement. For example, when a child makes a good attempt at making a model out of dough the member of staff recognise the effort put in and suggests she might like to save it and show her mummy instead of allowing it to be used again.

Children with learning difficulties and disabilities are well supported and are encouraged to participate in activities. Staff works closely with parents and other professionals so that all children's are able to reach their full potential.

Children's spiritual, moral, social and cultural development is fostered. Children mostly play harmoniously together, sharing and taking turns, and follow the good example of staff in

showing courtesy and consideration for others. However, occasionally some staff forget about the care and attention needed to ensure children maintain their dignity and privacy when changing. Children show a sense of responsibility as they help staff tidy away and at lunch times help set the tables and clear away their plates and cutlery. They monitor each others behaviour and clearly have a sense of right and wrong. They have confidence to tell others when they find their behaviour unacceptable, sticking up for their rights. Staff gently reinforce and explain the rules for acceptable behaviour, such as taking care when sitting at circle time making sure they don't kick or hurt each other. Children are reminded to be careful when in the garden and not to run into each other. Staff make use of puppets and books to further re-enforce the good behaviour messages, by giving children to discuss and air their feelings. Children have many opportunities to share information about themselves and listen while others share their information, helping them learn about the lives of others.

Partnership with parents and carers is good. There are good systems in place for staff to find out what children know on entry to nursery and as they move through the nursery parents are asked to make further contributions, valuing the information and the relationship they have with their child. This enables staff to build successfully on what children can already do and plan for their progress. Parents are confident in approaching staff who keep them well informed about what their children are doing and learning in nursery. This is done through a general discussion when they pick their child up, based on information recorded in the children's diary/tracker books. Parents have regular access to children's assessment records. They appreciate the information they receive and are very happy with their children's progress in nursery. Play plans are displayed showing how their children are learning through the planned activities. Twice yearly parents are invited more formally to discuss their child's development with their key worker. Parents are invited in to take part in nursery life. For example, to read stories to the children, or to share breakfast with them. They are kept well informed about changes within the nursery through a regular newsletter so are able to support and prepare their child.

Organisation

The organisation is good.

Robust employment procedures are in place ensuring that children are cared for by appropriately trained and vetted staff. The management and staff work well together to provide a caring, safe environment that mostly supports children's care, learning and play. Comprehensive policies and procedures underpin the day to day running of the setting, and these are shared with parents. The safe, organised environment allows children to explore freely and make decisions, which helps them develop confidence. Staff follow an effective induction training package and receive ongoing support from senior management. The company has annual incentives to recognise outstanding practice and commitment, valuing their staff's contribution. This leads to high morale among staff and is reflected as children are happy in the nursery.

All staff in the nursery work cooperatively with others including bank and agency staff. The provider also supports parents and acts on advice given from other professionals to support their children's individual needs. However, organisation of children lunches in the learning centre room is not always managed efficiently and as a result children are kept waiting for their food and become disruptive.

The provision for children is constantly reviewed by staff and management and parents are asked to contribute their views. In this way they identify areas for improvement and plan for progress. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management of the educational provision is good. Regular team meetings and opportunities to feedback and share knowledge with colleagues ensures all staff work together to promote the aims for children's learning. Staff are well supported with good access to further training and development. Training needs are identified through consultation between staff and management and take into account the development of individual members of staff and the needs of the setting. This approach supports the professional development of the staff and ensures the continuing development of the educational provision.

Improvements since the last inspection

At last care inspection the provider was required to improve the accident book. since then they have reviewed and change their practice. All accident records are efficiently kept and signed by parents so that they are kept well informed and can provide appropriate care for their children.

At last education inspection the provider was required to provide more programmable toys . These have been added to and as a result children have increased their knowledge and skills and handle such equipment with confidence.

Complaints since the last inspection

On 30 June 2006 a concern was received in relation to the following National Standards:

National Standard 2 - Organisation: Not maintaining staff: child ratios

National Standard 4 - Physical Environment: Minimum space standards are not being maintained.

The provider was asked to investigate the concerns and provide Ofsted with details of that investigation, of what was found and of what action had been taken (if appropriate).

Following receipt of the provider's investigation of these concerns, there was no evidence that ratios were not being maintained or that space was inappropriate, however it was noted that some staff were not always signing in the register when covering and staff have not been recording exact departure times of all children. An action has been raised to maintain an accurate daily record of children's attendance, including the times they arrive and depart and all adults looking after them.

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.

The provider has taken the appropriate steps and we are satisfied that you now meet the National Standards.

No further action will be taken and the provider remains qualified for registration.

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 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):

- review the organisation of meal times and implement changes so that children are not kept unduly waiting for their food

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):

- further promote children's independence and privacy when changing clothing
- review the organisation of toileting and implement changes so children get the least disruption in their play

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