

Teddies Nurseries Ltd

Inspection report for early years provision

Unique Reference Number	116191
Inspection date	16 July 2007
Inspector	Hilary Turner
Setting Address	Old School Building, The Ham, Brentford, Middlesex, TW8 8HF
Telephone number	020 8847 3799
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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, Brentford is one of a chain of nurseries managed by Teddies Nurseries Limited and owned by BUPA.

It opened in 1997 and operates from renovated premises located close to Brentford High Street in the London Borough of Hounslow. The premises are close to public transport systems and local amenities. The Nursery serves the local and wider community.

The nursery is open each weekday from 08:00 to 18:00 all year round, however care may be provided between the hours of 07:30 and 19:00 by prior arrangement. It is registered to care for 72 children under five years; of these, no more than 31 children may be under two years. There are currently 87 children on roll who attend for a variety of sessions and 26 children receive funding for nursery education. The Nursery has sole use of the premises and operates on two levels. There are three group rooms, baby care, little learners and learning centre. Children have access to a secure outdoor area with separate self contained area for the babies. The nursery supports children with learning difficulties and disabilities and children who speak English as an additional language.

The nursery employs 22 full time staff of whom over 50% hold relevant Early Years qualifications.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, bright and welcoming environment. Good hygiene practices are in place to prevent the risk of infection. Sound nappy changing procedures are followed by staff. Babies enjoy this part of their care as they kick and gurgle secure in the attention they receive from a familiar adult. Babies' bottles are hygienically stored and individually labelled. As part of the daily routine children wash their hands after play and before eating, they also brush their teeth after lunch.

Children's good health is promoted by the effective practices that staff implement within the nursery. Children requiring medication are assured of receiving and benefiting from the correct medicine as detailed records are kept and the procedures for administering the medication are sound. In the event of an accident children receive appropriate care as staff have good knowledge of first aid. Most staff hold valid first aid certificates. Children's individual health needs are well met because staff know the children very well and attend specific training areas, such as administering an epipen.

Children benefit from varied, healthy meals where their individual dietary needs are known and respected. The older children enjoy serving themselves to the freshly cooked meals. Babies are given appropriate bottle feeds in accordance with their individual routine. They are offered puree foods and staff provide support and guidance in helping babies feed themselves. Older children can help themselves to fresh drinking water throughout the day and small water coolers are situated in each room. Younger children are regularly offered drinks to ensure none remain thirsty. Older children are beginning to understand the importance of eating healthily in order for them to be strong and have energy to exercise because at snack and meal times some staff talk to the children about this.

Children have daily opportunities for fresh air and exercise. A recently revamped garden is attractively laid out with a variety of interesting outdoor equipment, and a separate baby area has a lovely colourful handmade canopy to protect them from the sun. Staff follow the Birth to three framework and the self contained area allows the younger children to explore safely and develop their mobility skills by crawling, standing and walking. Several two year old children have fun together as they place soft balls at the top of small bendy drain pipes and watch as the balls roll down splashing into a bowl of water. Older children run, climb, balance when using the large equipment and they ride bikes manoeuvring them confidently. Extra curriculum activities, such as Tots in Sport, Karate and Ballet further promote their overall physical development. All children are taken on local outings to parks, the river and shops.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Most children arrive happily and are confident to separate from their parent/carers as they are made to feel welcome by the warmth the staff provide. Children develop a sense of belonging

as they arrive into a familiar child friendly environment where their art work and photographs of staff are displayed and coat pegs are labelled with their names.

Children are cared for in a well organised environment where the arrangements of the toys and resources means that children can move around safely and freely. Toys and equipment are set out at low levels which means children's independence is promoted as they are able to make choices in their play.

Effective measures are in place to promote children's safety and wellbeing, as they are cared for in an environment where steps are taken to minimise any potential hazards. Sound policies and procedures are in place to support staff in practice. For example, regular risk assessments are carried out both inside and outdoors, daily checks of the premises are undertaken, and fire and peanut drills are completed at regular intervals. Peanut drills are the arrangements that will be put into place in the unlikely event that a stranger accesses the premises. There are sound security procedures in place and access to the premises is via a key pad situated on the external door.

Sleeping babies are well protected as there are vigilant systems in place to check them at very frequent intervals.

Children's welfare is safeguarded as staff know what steps to take if they had concerns about a child. A member of staff has been identified as the child protection co-ordinator and she checks with all staff at regular intervals for any concerns they may have as well as being available on a daily basis. The manager has a sound understanding of his role and responsibilities and a child protection policy is in place to support staff and further safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Most children arrive happy and settle well into the nursery. They separate confidently from their parent/carer as children are familiar with the staff and secure in their care. Children are mostly well occupied and engage in a variety of activities that are readily available. They play well with their peers and are happy to play independently or alongside others.

The younger children's care and wellbeing is extremely well promoted as staff have a good understanding of the Birth to three matters framework and use this to guide and support them in meeting their needs very effectively. These young children have a lovely time as they explore different tactile experiences. For example, a small group of children play with coloured cornflower and are fascinated as it changes form, watching it become a liquid running through their little fingers. They are becoming skilful communicators as they learn new language, joining in lots of singing and action rhymes. Children laugh and have fun as they move about to the music.

The babies are secure in the care of their key carers. Their emotional wellbeing is promoted as they seek out staff for cuddles and support. They receive lots of individual attention and staff gently guide, support and encourage the babies to try new skills.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals. The activities and experiences cover the areas of learning and mostly meet the needs of the children. However, teaching is not particularly innovative, stimulating or exciting. Few staff build on children's natural curiosity and thinking, as a result children are

not encourage to question enough to build on their knowledge and learning. Staff have an adequate understanding of the Foundation stage and plan activities in the six areas of learning. But they do not use observations sufficiently to help plan the next steps in children's learning and more able children are not provided with enough challenge.

Children have secure relationships with staff and are confident to make their needs known, for example, a child explains to a member of staff that they do not need to sleep. Staff manage children's behaviour positively; as a result children behave well. Children are co-operative and play well with their peers. They are kind, take turns and share. They negotiate their roles as they play in the home corner.

Children are greeted at circle time in French and many of the children respond fluently. They enjoy learning the language and most are able to count up to forty in French. Writing materials are always available and some children confidently write their name, others are forming letters and most recognise letters of the alphabet. They enjoy listening to stories and are excited as a child sits at the front of the group and reads a book which they are all familiar with. The child makes the other children laugh and chuckle as he changes the names of the characters to those of his friends. There are too few opportunities for children to develop their knowledge and understanding of the world, as too little emphasis is placed on building on children's curiosity, exploring and finding out how and why things work, although they are beginning to learn about the wider community as they enjoy visits to local places of interest.

Children enjoy building and constructing as they play together with large building blocks. They are beginning to problem solve as they complete puzzles and play with various equipment which helps them learn about shape and size. Most children can count confidently to twenty and beyond.

They enjoy playing with sand, water and paint. An outside teacher who attends weekly for a Tots in Sport class is extremely popular with children. They giggle, laugh and take great delight as they use their imagination pretending to be giants and princesses moving to different types of music.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who are familiar and who know their individual needs well; as a result children are happy and secure. Staff work closely with parents to ensure children's individual needs and routines are met. For example, the babies' eating and sleeping patterns are followed in accordance with parents' wishes. Children are developing positive self esteem as lots of praise and encouragement are given for effort and achievement. A baby pulls themselves up to standing position and a staff member gives encouragement and claps her hands, a big confident smile appears on the baby's face as they are being acknowledged.

Children are beginning to learn about festivals and traditions as some are celebrated at the nursery and parents are encouraged to be involved and share their own experiences with the children. There is an adequate range of toys and resources which reflect culture, gender and disability with only a few visual displays and posters to help children appreciate and understand other's similarities and differences. Children with English as an additional language are well supported and the older children are all becoming confident in speaking some French. Children with learning difficulties/disabilities are welcomed and staff's good knowledge and

understanding ensure all children are integrated and feel included. Children's spiritual, moral, social, and cultural development is fostered.

Partnership with parents and carers in relation to nursery education is satisfactory. Some information on the early learning goals is available to parents with more available on request. Parents have opportunities to discuss their children's progress formally twice a year, and they are able to discuss informally on a day to day basis. Children have individual folders to store their work in, which parents take home regularly.

Most children are confident and benefit from the positive interactions between the staff and parents. Good information about the nursery is given to parents, such as regular newsletters, policies and procedures, and a detailed parents' notice board is displayed in the main entrance. Parents' forums have been introduced and any concerns raised are acted upon promptly. The nursery arranges social events and is planning to celebrate its first ten years of opening as a social occasion. A graduation ceremony for children leaving to go to school has also been arranged.

The management and staff place a strong emphasis on involving parents within the nursery and recognise the importance of this involvement having a significant impact on the wellbeing of the children in their care

Organisation

The organisation is good.

Leadership and management for the nursery education is good. The manager has good knowledge and understanding of the Foundation Stage Curriculum and is currently supporting staff to make further improvements to the quality of teaching. Through effective monitoring and assessment systems the manager has identified the gaps in the delivery of the programme and has steps in place to rectify this. All staff are encouraged to attend training to improve and increase their childcare knowledge.

The nursery is well organised and good levels of communication means that day to day routines are effective. Most staff are enthusiastic and committed to providing high levels of care and education for the children. A fairly stable staff team provides continuity of care for the children which in turn helps them children to feel safe and secure.

Sound leadership and management skills in the manager have been inspirational for staff and helped to increase their levels of motivation, which in turn has been highly beneficial for the children. Throughout the nursery the atmosphere is happy and relaxed. Parents spoken to on the day of the inspection acknowledged how recent improvements made since the appointment of the new manager have helped them feel very reassured in the care and attention their children are receiving. All the required policies and procedures are in place to support the efficient and safe management of the provision, and to promote the welfare, care and learning of the children.

Overall the setting is meeting the needs of all the children for whom it provides care.

Improvements since the last inspection

At the last inspection three care recommendations were made, to develop the child protection policy to include procedures to follow in the event of an allegation being made against a staff member or volunteer, ensure the daily attendance register is accurately completed and ensure there is a local system for the recording of complaints. All recommendations have been addressed

to ensure the necessary information is recorded. However, a system for making a summary of complaints readily available needs developing. Overall the improvements made mean that children are better protected and safeguarded.

Three recommendations were raised under nursery education, they were: develop staff's knowledge and understanding of the foundation stage, stepping stones and early learning goals, in particular relation to mathematical development and knowledge and understanding of the world; ensure group times meet the educational needs of all children; and provide greater opportunities for children to investigate and explore technology. Group times have been changed to take account of children's individual learning and now reflect their different levels of ability and stage of development; as a result at group times children's learning has been enhanced. The other two recommendations in relation to developing staff's knowledge and understanding of the foundation stage and to provide greater opportunities for children to investigate and explore technology still need further improvements to ensure that all children reach their learning potential.

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 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 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 the record of complaints is readily accessible and a summary of any complaint received is made available to a parent on request, ensuring confidentiality is maintained
- increase the provision of toys and resource and visual displays throughout the setting which promote positive images of diversity

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):

- ensure all staff are secure in their knowledge and understanding of the Curriculum Guidance for the Foundation Stage in order for them to help all children make progress in their next steps in learning

- develop the delivery of the Foundation Stage Curriculum to provide a more varied, stimulating and exciting programme which promotes children's natural interests and curiosity
- extend the learning opportunities for more able children to provide them with greater challenges to enhance their learning.

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