

Teddies Nursery Woking

Inspection report for early years provision

Unique Reference Number	120260
Inspection date	27 March 2008
Inspector	Marilyn Joy
Setting Address	15 The Grove, Woking, Surrey, GU21 4AE
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Registered person	BUPA Childcare Provision Limited
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 Woking is one of 34 nurseries run by Teddies Nurseries Limited. It opened in 1988 and operates from six rooms in a converted house in a residential part of Woking. All children share access to a secure, enclosed outdoor play area. Children come from a wide catchment area as many parents travel into Woking or commute to London.

The nursery is registered for a maximum of 64 children aged from three months to under five years at any one time. There are currently 103 children on roll and, of these, 35 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and there are seven who speak English as an additional language.

The nursery is open five days a week from 08:00 until 18:00 for 51 weeks of the year. The nursery is also able to provide care between 07:45 and 08:00 and until 18:30 by prior arrangement. There are 13 full-time staff working with the children and, of these, 10 have early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Healthy and nutritious menus of home cooked food are offered daily. Meals are prepared by a dedicated cook and effective colour coded systems ensure children receive meals that comply with their individual dietary requirements or parental preferences. Children sit sociably with each other and staff for their meals. A self-selection snack bar has been introduced for older children, although it is not always organised effectively to extend their independence and some children only just finish their snack before lunch time. Lunches are set up particularly well for older children. Children help to lay the table and then serve themselves.

Children are encouraged to wash their hands at appropriate times. Many older children do not need to be reminded to use soap because they are familiar with the routine. Appropriate nappy changing routines are followed. Good systems have been introduced to help prevent the spread of infection. The premises and resources are regularly cleaned.

Most documentation relating to children's health is in place and used. Accidents and the administration of medication is clearly recorded. Parents are informed if an accident occurs and sign the accident book, although this is not always on the same day. Information about children's health and dietary requirements is gathered and discussed with parents as part of the registration and settling process.

Children have daily opportunities for fresh air when they play in the garden. A variety of equipment is rotated and available to support their all round physical development. However, the area is not always used or managed effectively so that children can move around freely and use both the safety play surface and the grassed area. Older children choose the bikes and a construction kit to take outside. They understand that the 'no entry' road sign means they must not go any further because they might crash into the construction mat. Children enjoy playing 'What's the time Mr Wolf?', learning to take turns to be wolf, listening to instructions and beginning to count the correct number of steps. Younger children develop their skills in using the climbing frame and like the freedom to run around.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

A friendly welcome greets parents and children as they arrive in the morning and at the end of the day. Examples of children's work and information for parents are displayed in the foyer. Attractive displays of children's own work decorate the walls in each of the rooms. A range of resources is available, appropriate to children's age and stage of development. Toys and equipment are clean and safe. New resources have been introduced, such as sand trays with coloured sand, and more are on order. The premises are organised so that children are divided according to their age or stage of development and have their own base rooms. However, areas are not always used efficiently in order to maximise the use of the space available. For example, there are two play rooms available for babies although both are not always used.

There are good arrangements in place to ensure the security of the premises. A key pad system prevents unwanted visitors gaining access to the building and the garden is secure. Safety checks are made daily and appropriate equipment is in place indoors. The garden is checked before it is used, although the woven willow tunnel does have some pieces sticking out. There

are clear systems in place for regularly monitoring sleeping children and generally these are followed. Prompt action is taken if the procedures are not followed.

Evacuation procedures are regularly practised to ensure children can be evacuated quickly in the event of an emergency. The induction process for new and agency staff includes what to do in an emergency, although when the same agency staff return periodically through the year they are not always reminded of what to do. Attendance registers for each group are checked to ensure all children and adults have been evacuated safely. However, not all registers are accurate throughout the day which could result in a delay whilst children are accounted for.

Children's welfare is safeguarded because there are clear child protection procedures in place, training has been attended and staff are aware of their responsibilities and what to do if they have concerns about a child in their care. Management are particularly effective in ensuring children's safety when faced with unexpected problems with the premises. A leak in the roof is dealt with swiftly and with the minimum of fuss so that children's care is not disrupted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children generally enter the nursery with ease and staff are ready to help them to settle. The Birth to three matters framework is used for planning activities for the youngest children whilst the Foundation Stage curriculum is used for children over three. Activities are varied, although they are not always presented to suit children's individual stage of development. Photos and examples of children's work provide parents with a colourful record of their child's time at the nursery. Written observations contribute towards individual progress records and are generally clear and measurable. However, as assessments are not kept fully up-to-date staff do not always have a clear picture of what children can do and their stage of development as they move through the nursery from baby care to pre-school. Support for children with additional needs and for whom English is an additional language is hampered because of the lack of information shared. Clear records are maintained of children's daily routines regarding eating, sleeping and toileting arrangements. Keyworkers effectively share these details with parents as part of their daily feedback about their child's care and well-being whilst at the nursery.

Babies enjoy exploring the contents of the treasure basket, feeling the textures of different objects and listening to the sounds as they bang them together. They are introduced to creative activities, such as painting and collage, and can choose what they want to play with from the stimulating variety available. Generally staff interact well and respond to their needs. They are comforted when upset and cuddled as they have their bottles.

Inviting, spacious and well-organised play areas are available to 'Little Learners'. Resources are easily accessible so they can choose what they want to do and move around freely. They enthusiastically hunt for creatures in the water tray, experiment with scoops and buckets in the sand and enjoy looking at books with staff. Children use crayons, paints and glue to create their own pictures and they begin to shape and mould dough. Children move from Little Learners to the Learning Centre prior to joining the pre-school. Play becomes more co-operative as they investigate the role-play area. They count how many shakers they have, listen to the sounds they make and talk about what is inside. They are given brushes to paint and are beginning to recognise primary colours, although the task to paint an Easter chick is not presented well. As with other rooms in the nursery children enjoy the newly acquired coloured sand. They sprinkle it through their fingers, fill up containers and become engrossed in what they are doing.

Nursery Education

The quality of teaching and learning is satisfactory. Children experience a variety of activities across all areas of learning. However, the systems for planning and assessment do not currently support all children's individual needs. Management are aware of this and are in the process of developing the systems used. Currently, not all children are sufficiently challenged because their progress records do not accurately reflect what they can do and their next steps for learning are not identified. Learning objectives for planned activities are not clear which results in staff, particularly if they are temporary, not being fully aware of what is intended. For example, one child's collage is taken over and becomes a group activity.

Some activities fully engage children's interest providing a holistic learning opportunity which can encompass all areas of learning. Children concentrate on creating their own model from recyclable materials, although some opportunities are missed to fully extend their independence by accessing selotape for themselves or being shown what an Easter float looks like. Children are engrossed, communicating, taking turns, seeking support when needed, developing skills in fixing materials together, using their imaginations, choosing what they want to make and creating freely. Children are proud of their creations and want to share them with staff.

Generally, children are happy and confident forming positive relationships with staff and each other. They move around the playroom choosing what they want to do and ask staff if they need help, for example to resolve a difficulty at the sand tray or to ask if they can have some more scissors. Most children listen and are attentive at circle time, although sometimes activities are not organised effectively and they lose interest. Children enjoy singing and enthusiastically join in with familiar songs. They find out about the world around them when making collage spiders, bark rubbings and drawing their own treasure map. Children use their imaginations to create storylines during role-play scenarios. They like playing in the home corner, dressing the dolls and having tea parties, although some resources are little jaded in their presentation and opportunities are missed to capitalise on their learning.

Children chatter to each other as they play and recall previous experiences. They examine the bulbs they have planted and observe how they are growing. They remember adding water until the soil was 'soggy'. Effective questioning from staff encourages them to compare which is the tallest. Children develop their language skills as they communicate and socialise with others, although there is little focused support for children with English is an additional language. Many children recognise their name and some sounds and letters. They have purposeful opportunities for writing, for example paper and pencils are included in the role-play area and writing numbers and drawing shapes is part of a well-executed maths game.

Helping children make a positive contribution

The provision is satisfactory.

Parents receive a comprehensive brochure that provides information about Teddies Nurseries and its key policies and procedures. This is followed up with a parent pack detailing all aspects of children's care. Time is spent exchanging information with parents about their child and the operation of the nursery. A series of settling-in visits are organised to help children and parents feel confident and secure with the arrangements made. Regular staff present at the beginning and the end of the day contribute to effective sharing of information about children's daily routines and well-being. The nursery has an open door policy and welcomes comments from parents. Any concerns raised are addressed promptly and management keep parents informed

of any proposed changes they are considering, such as grouping children according to their stage of development rather than age.

Positive steps are being taken to promote consistency within the nursery regarding the management of children's behaviour. Staff liaise informally with each other as children move through the age groups, for example from baby care to little learners, and discuss the strategies they use, although there is some confusion about how incidents, such as biting are recorded. Arrangements are in place for supporting children with learning difficulties and/or disabilities through staff training and liaison with other agencies and parents. However, there are insufficient observations or written records that can be used to inform the process in the initial stage. Children's individual needs and parents' wishes are discussed as part of the settling-in process. The nursery is particularly vigilant in observing parental preferences and requirements in the provision of food. Children find out about the world they live in and are introduced to a variety of different festivals and celebrations throughout the year. However, as staff are less sure what celebrations children participate in at home they may miss the opportunity to value them at nursery.

Partnership with parents in respect of nursery education is satisfactory. Meetings are organised throughout the year to provide parents with information about the Foundation Stage and opportunities to view their child's records. However, as children's records are not fully up-to-date they do not provide parents with a clear picture of their progress towards the early learning goals or their next steps. Parents receive some information in newsletters and displays about planned activities and themes so they can support their learning at home. All parents are invited to social events, such as the Mother's Day tea, anniversary celebrations and 'stay and play' sessions.

Children's spiritual, moral, social and cultural development is fostered. They develop sociable relationships with others as they play happily together. They learn to take turns and share when playing games or sharing the musical instruments and bikes. They relish the praise they receive when they show staff what they have made or achieved. A carefully drawn and cut out picture of a waterfall is proudly shown to staff. Examples of children's work are valued and displayed for parents to see.

Organisation

The organisation is satisfactory.

A clear management structure is in place within the nursery and across the organisation so that support and guidance is available at each level. Regular staff meetings and management's daily involvement around the nursery works positively towards developing the provision.

Comprehensive policies and procedures underpin the daily operation of the nursery, although they are not always reflected in practise. Prompt action is taken to investigate any concerns parents may have and if nursery procedures are not followed. Parents are kept fully informed and details are clearly recorded. Thorough recruitment and employment procedures include a comprehensive induction for new staff. Contingency arrangements to cover staff absence are generally made with one company to aid consistency. However, temporary staff are not always fully informed and updated about their role, or told what is expected of them in order to support children's learning.

The importance of responding to children's individual needs and working in partnership with parents is recognised. Key areas for improvement have been highlighted and measures are in place to address, for example staff training, use of rooms, monitoring and evaluating experiences

for children, however, as yet they have not been fully achieved. Effective measures are taken to combat unexpected situations to ensure children's safety is given paramount consideration. Action is taken swiftly when maintenance issues arise and workmen are on the premises.

Leadership and management is satisfactory. Management have already identified areas for development within the provision for nursery education, particularly around planning, assessment and the organisation of activities. Systems for improving and monitoring these areas are in the process of being implemented, although their effectiveness is yet to be established. However, there is a strong commitment towards achieving the goals set and enabling children to make sound progress. The nursery 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 ensure good hygiene practices are in place regarding hand washing and ensure that appropriate fire safety arrangements are in place. Children's health and safety is improved because these recommendations are met. Children wash their hands at appropriate times with soap and individual towels are available for drying hands. Fire evacuation is practised to ensure children can be evacuated quickly and exit routes are regularly checked to ensure clear and safe. The space under the stairs is kept clear and only used for the storage of buggies.

The nursery was also asked to ensure children in the Learning Centre and Baby Room experience a range of activities and play opportunities to support their overall development and to ensure all staff are involved to help develop children's knowledge and understanding. Improvement has been made in this area, although it continues to be an area for development. The Birth to three matters framework is used to ensure children are offered a range of activities and generally staff are involved in their play, although some opportunities are missed to maximise their enjoyment and achievement.

At the last inspection of nursery education the setting was asked to further develop positive behaviour management strategies to building on children's self-esteem; increase resources and support to extend children's creativity during role-play and art and craft activities, to encourage them to plan and review construction activities and to access a wide range of malleable materials, to develop manipulative skills; and to develop systems to support children with English as an additional language.

Some progress has been made in these areas particularly in respect of behaviour management. Children are often praised and encouraged which helps to boost their confidence. However, little progress has been made with developing systems to support children with English as an additional language. Additional resources have been obtained to extend opportunities for creativity using different materials and kits, and support is generally available, although learning objectives are not always clear, for example that a variety of tools are made accessible when the dough is set out. The last two recommendations continue to be areas for further development.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint where the provider took action in order to meet the National Standards. The complaint was received in 2005 and related to National Standard 11: Behaviour. Concerns were raised regarding inappropriate behaviour towards children at the setting and attitudes relating to parental confidentiality. Ofsted conducted an unannounced visit to investigate. As a result of the visit Ofsted set five actions

relating to National Standard 1: Suitable Person, National Standard 2: Organisation and National Standard 11: Behaviour. A satisfactory response to the actions was received from the provider. The provider remained 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 procedures are consistently followed throughout the nursery, in particular so that temporary staff are fully informed of what is expected of them throughout the day, and documentation relating to recording of children's attendance, accidents and incidents are accurately maintained
- continue to review the use of space and resources to maximise opportunities for children's care and learning and develop staff skills in offering appropriate challenges for all children throughout the nursery
- implement systems across the nursery to ensure observations are used more effectively to ensure children with learning difficulties and/or disabilities and for whom English is an additional language receive appropriate support.

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):

- introduce effective methods of assessment so that children's next steps for learning can be identified and activities offered to support their individual progression
- ensure the provision for nursery education is regularly monitored and evaluated so that children's progression is effectively supported and children's records are maintained
- find ways to involve parents in children's learning and share their next steps.

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