

# Teddies Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY349210
<b>Inspection date</b>	21 September 2007
<b>Inspector</b>	Sarah Gilpin
<b>Setting Address</b>	Teddies Nursery, 24 Kenwood Park Road, SHEFFIELD, S7 1NF
<b>Telephone number</b>	0114 250 7846
<b>E-mail</b>	
<b>Registered person</b>	Bright Horizons Family Solutions Ltd.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 has been operating for a number of years and re-registered in 2007. It is owned and managed by Bright Horizons Family Solutions Ltd. The nursery operates from a large detached house in the Nether Edge area of Sheffield. A maximum of 51 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 55 children aged from birth to under five years on roll. Of these, 26 children receive funding for nursery education. Children come from the local and wider communities and attend for a variety of sessions. The nursery has provision for children with disabilities and learning difficulties and for those children who speak English as an additional language.

The nursery employs 15 staff, including the manager, 12 of whom hold suitable childcare qualifications and others are working towards a qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health is actively promoted because staff ensure they implement the provision's health and hygiene policies and procedures effectively. There are clear systems to ensure cross infection is minimised, for example, use of anti-bacterial hand gel and cleaning nappy change areas routinely. The children's awareness of good hygiene practices are developing because staff set a good example and monitor the children carefully as they wash their hands before meals. In addition, the low-level facilities mean that children can be independent when using the toilets and hand wash basins. There are clear and effective systems in place for recording accidents, incidents and administrations of medication to the children. These are carefully monitored to ensure that records are completed accurately and to provide information about recurring accidents and any trends. Children's welfare is promoted well because the staff attend first aid training and fully stocked first aid boxes are located around the setting.

Children thoroughly enjoy the snacks and meals, which are freshly prepared each day by the setting's cook. The meals are planned to provide a variety of nutritionally balanced foods, they take account of the children's differing dietary requirements and include fresh fruit and vegetables. Children eagerly eat chicken curry and rice, and fresh pineapple for their lunch and enjoy fresh and dried fruit for their snack. Children are provided with meals to suit their hours of attendance, and these can include breakfast, lunch and tea with two additional snack sessions. Meal times are frequent and the children are offered limited opportunities to eat their snack when they feel hungry, which limits their independence in this area.

An excellent system for highlighting any allergies that the children may have is in place. This includes displaying each child's individual information beside their photograph, which ensures that all staff can easily identify a child with allergies and promote the child's welfare by keeping them safe from unsuitable foods.

The children enjoy regular access to the outdoor play area. There is a yard and a soft safety surface where the children play. Thought has been given to extending the range of experiences the children participate in when they play outside. For example, they can play with sand, build with plastic bricks and play music on the 'pots and pans' hung from the fence. Children can climb, balance and kick footballs around the garden. Their hand-eye coordination is developing well because they have opportunities to build and use tools, such as pencils and cutlery. Staff manage the children's rest needs well, they recognise when they are tired and provide sleep times to meet each child's individual needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in an environment that is well maintained, safe and secure. The nursery is welcoming for the children and their parents, with informative displays and images of children at play. The children are safe because staff are vigilant as they support them in their play, they closely supervise them as they explore inside the setting and when playing outside. However, when staff are busy with the preparation of bottles and cots or changing nappies, the babies are on occasion, momentarily left alone. The staff monitor the children's arrival and departure carefully and there is a record of the staff and visitors on site each day. Clear fire safety precautions, such as fire detection and fire-fighting equipment are in place and the regular fire

evacuation practises help raise the children's awareness of how to deal with emergency situations. However, the fire evacuation follows the same routine each time and offers limited opportunities for staff and children to try different exits and escape routes.

There is a good range of equipment and resources, which are carefully organised at child height to ensure they are easily accessible. Items meet the required safety standards and staff ensure that they remain safe for the children to use because they check items each day. The children's access to the nursery stairs is carefully managed to help maintain their safety. The staff help children to develop their awareness of their own safety because they continually supervise them, offering gentle reminders. For example, by reminding the children to walk when they are inside the nursery and by encouraging them to take care when running around the yard.

Children are effectively safeguarded because staff understand their role in child protection. There is a designated person for dealing with concerns raised about children in the provision. Suitable monitoring and confidential recording systems ensure that children's welfare is maintained. The policy for child protection is shared with parents and contains all of the required information, including the section on how allegations against a member of the staff team would be dealt with. The clear recruitment and vetting procedures ensure that adults who are suitable to do so, care for children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children thoroughly enjoy the warm and trusting relationships they have with the adults who care for them. This helps the children to feel safe, secure and confident to explore their environment and the range of resources provided for them. The adults work directly with the children throughout the day and provide consistency of care for them.

The younger children are cared for by staff who understand their needs and know them well. The areas where the younger children are cared for are organised to provide activities and resources to promote their development. For example, low tables encourage children to pull themselves up to explore the resources, while hanging bells entertain babies when they practise sitting up. Planning for the youngest children is linked to the 'Birth to three matters' framework and is driven by the observations staff make of the children's individual stages of development and their interests. Children enjoy opportunities to explore a variety of equipment, for example, the babies particularly like investigating different metal objects. The toddlers are developing their caring skills because they play with and care for baby dolls. Outdoor activities, such as watering the plants, are brought inside to extend the children's learning and allow them to repeat activities to further develop their skills.

### **Nursery education**

The quality of teaching and learning is good. The children make progress because staff plan activities that are interesting and varied. Staff have a good knowledge of the Foundation Stage curriculum and the stepping stones in children's learning. They complete observations of the children as they play together and this information is effectively used to plan for the next stages in their learning. The assessment of the progress children make has not to date been recorded in their development profiles. As a result, it is not possible to assess the progress children are making over time. The assessment materials are linked to the stepping stones in the Foundation Stage curriculum and have the potential to provide a clear picture of children's development.

The children are cared for in family rooms and they have access to a discovery room, which provides opportunities for creative play and access to information technology equipment. The rooms are organised into areas and children can access the continual provision available. Staff encourage the children to choose from a variety of table top activities, while other areas are set up for them to use, which limits the opportunities children have to choose from the full range of resources available.

The children are eager to join the activities around the room and they happily leave their parents and carers. Children enjoy the company of the adults who are often actively involved in their play. For example, staff build with the plastic bricks and engage in imaginative play in the role play areas. Children talk freely about their home lives and events, such as their younger brothers and sisters. The children are confident because they have positive relationships with the adults and some of the children are beginning to form friendships with their peers. They can accomplish tasks relating to their own needs and can manage their own personal hygiene independently because the facilities are easily accessible.

The older and more able children are articulate and engage the adults and their peers in conversation about what they are doing. They talk about the shapes that they see in the environment and know the names of two dimensional shapes, such as squares and circles as well as more complex shapes, such as diamonds and rectangles. The children use their growing vocabularies to talk about what they are doing, negotiate with their friends and develop a narrative to their role play. Children look at books independently and thoroughly enjoy the additional resources and props, which extend their learning and enjoyment. The children's hand-eye coordination is developing because they participate in a variety of activities, such as pouring in the water tray.

Children are beginning to spontaneously use number names and mathematical language in their play. They are developing their counting skills and show some awareness of the order of numbers. The children have access to information technology equipment and show an understanding of the uses of the keyboard and mouse. The children have opportunities to explore paint, glue and other media to express their individual creativity. Their artwork is displayed effectively and enhanced by the use of photographs that show them engaged in the activity. This demonstrates the doing of the activity as well as showing the end product. The children have created some interesting self- portraits following a planned activity. Group activities, such as singing a song related to colours and naming shapes together helps the children to work collectively to develop their knowledge. The children are developing physically because they can access the outdoor area regularly.

### **Helping children make a positive contribution**

The provision is good.

The children are cared for by a staff team who know them very well and who meet their needs effectively. The children learn about other people and the world around them through planned activities. They have access to a good range of toys and resources, which provide positive images of a variety of cultures, are not gender stereotyped and raise awareness of disability. Children with disabilities and learning difficulties are included in the provision. Monitoring systems are used to highlight any specific needs the children have and professional support is sought to ensure that the children can participate fully in all aspects of the nursery.

Staff manage the children's behaviour well. Children are often busy with tasks and the high adult-to-child ratio means the children are carefully supported as they play. Positive

reinforcement is used to encourage good behaviour and to raise their awareness of the expectations of the nursery. The children's social, moral, spiritual and cultural development is fostered.

There is a good partnership with parents and carers. Informative displays around the nursery make sure that the parents know about the provision for their children. For example, there are details of the planning for children's learning and childcare information. A copy of the setting's policies and procedures are provided for all parents and there is a clear system to record any concerns raised about the provision. Children and their parents are made very welcome by the staff and easy going informal discussions ensure that all information relating to the children's changing needs is successfully exchanged each day. The parents receive information about the day's events and regular feedback regarding the progress their children make.

## **Organisation**

The organisation is good.

The environment is very well organised to ensure that children can access a wide range of activities each day. The staff team work well together to plan and prepare a variety of experiences to suit the ages and stages of the children who attend the nursery. The staff are effectively deployed to ensure there are high adult-to-child ratios and this means that children are very well supported as they play. There are clear systems for the recruitment and vetting of staff, which include, seeking references and carrying out Criminal Records Bureau checks. As a result, the children are cared for only by staff who are suitable to do so. All of the required documentation, such as registers of attendance, accident and medication records are in place and accurately completed. There are clear policies and procedures, which are implemented by the staff and children's well-being is promoted as a result. Staff development opportunities are planned to ensure that staff remain up to date with current practice.

The leadership and management of the nursery education is good. The staff are supported well by the manager, who ensures they have a good understanding of the National Standards, the 'Birth to three matters' framework and the Foundation Stage curriculum. The manager monitors the work of staff to ensure that the children enjoy positive outcomes, and to ensure they are making good progress in their learning. The manager know what the setting does well and where there are areas for development.

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

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any 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 complaint 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 that children are not put at risk when staff are busy with other tasks
- develop the emergency evacuation procedures to ensure that staff respond appropriately to a variety of emergency situations.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the planning and the assessment of children to ensure their individual learning needs are recognised and their progress over time is recorded
- continue to develop the provision so that children can be self sufficient as they play and at snack and meal times (also applies to care).

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](http://www.ofsted.gov.uk)