



## **Teddy Bear Corner**

Inspection report for early years provision

<b>Unique Reference Number</b>	200788
<b>Inspection date</b>	04 May 2006
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<b>Setting Address</b>	Seggs Lane, Alcester, Warwickshire, B49 5HJ
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<b>Registered person</b>	Susan Jennifer Blundell
<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?

Teddy Bear Corner nursery opened in 1996. It operates from five rooms in a converted detached property in the market town of Alcester in Warwickshire. A maximum of 49 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 86 children from 0 to 8 years on roll. Of these, 22 children receive

funding for early education. Children attend for a variety of sessions including, before and after school, and holiday care. The nursery mainly serves working parents from the surrounding area. The setting supports children with learning difficulties or disabilities and is also able to support children who speak English as an additional language.

The nursery employs 21 staff who work with the children on a rota basis. Of these, 11 hold appropriate early years qualifications. At least half of the staff on duty have appropriate early years qualifications to NVQ 2 and 3. The children participate in the 'Forest School' initiative.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a wide range of experiences which contribute to their good health. This is achieved in several ways. The premises and equipment are maintained to a very good standard of cleanliness. Good hygiene procedures are followed by the older children and staff. The toilet area is easily accessed by children with all facilities being at child height. This means that the older children soon learn how to take care of their own personal needs independently. However, the younger children only wash their hands after eating so they are clean before going to play, this means their understanding of hygiene before eating is not fully promoted. Children help with appropriate tasks to keep the room and equipment clean and tidy. When children are taken ill, they are well cared for and every step is taken to minimise the risk of cross-infection. Children are protected from the harmful effects of the sun in hot weather because staff are pro-active in their approach. They ensure parents provide written permission to apply sun cream to children.

Healthy eating is a particular strength of this setting. The children enjoy the wonderful lunch and snack times. The children sit in their groups as they enjoy this social occasion. A lovely atmosphere is created by staff because they sit with the children and encourage excellent conversations. A relaxed ambience is created for the older children with the use of scented candles. Good table manners are expected. Children with food allergies or requiring special diets are well catered for. Fresh fruit is provided for snack time. The setting has achieved the 'Healthy Heart' award which means they have been judged to provide high quality nutritious range of meals. The lunches are a treat for the senses as they smell and taste delicious.

Children benefit from the opportunities for daily fresh air and exercise. The toddlers and pre-school children thoroughly enjoy the trips to the 'Forest School'. The 'Forest School' initiative enables children to travel to a local woodland where they can initiate their own play in the natural surroundings. This is an excellent way for children to learn and had a positive impact on the children's health and well-being. Although the adjoining outdoor area is quite small it is used to good effect to create three areas that enable children to enjoy a variety of outdoor activities. The nature area is mostly used by the older children and supplements the 'Forest School' ideals as it has an interesting range of natural materials. There is a small grassed area and an

additional tarmac area where younger children can use bikes and other sit-on toys. The rooms and furniture are designed to enable children to move freely. Suitable equipment is provided so younger children can develop their mobility skills, for example push along toys to aid walking.

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

The provision is outstanding.

Children are cared for in a very welcoming, secure and safe indoor and outdoor environment. The layout of the nursery creates an attractive, stimulating area for the children. Furniture and equipment are set out to enable children to move freely and safely. Every month the records from the accident books are used to create a spread sheet plotting times and locations of accidents. Staff then assess these records to see if a pattern emerges and take appropriate action to prevent a repeat of the same accident. This approach enhances the safety of children. The risk assessments are extremely thorough and cover resources, activities and children. For example, risk assessments are completed on each child that is transported to and from school. This means the best way to keep each child safe is known to the staff. Children are kept safe because of the attention to detail and every reasonable precaution is taken to minimise risks.

Children independently select activities from a wide range of high quality toys and equipment, which meet safety requirements. All safety features are in place including safety gates and smoke alarms. Children regularly practise the emergency evacuation procedure. The child-height storage units enable children to self-select toys safely. Age-appropriate equipment is available for children needing to sleep. A staff member is always in the room to monitor sleeping children and ensure they are safe.

Children's welfare is safeguarded because staff have a very good understanding of child protection procedures. The staff are aware of their duties in relation to child protection. Some of the senior staff have attended appropriate training to ensure they fully understand their roles and responsibilities in protecting children and keeping them safe. This information is then shared at staff meetings and so all staff understand how to implement the clear procedures.

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

The provision is good.

Children are involved in a wide variety of interesting and stimulating activities that support them making good progress. The warm caring relationships between adults and children are evident. This is achieved because of the effective key worker system. Staff have a sound knowledge of child development and regularly access appropriate training. Many of the staff working with the younger children have accessed relevant training and information sessions on the 'Birth to three matters' framework. They are starting to use the framework and use photographs of the children playing linking them to the different aspects. Staff use two different types of

planning for the younger children. The first clearly links to the 'Birth to three matters' framework, but the second does not. This means some of the plans do not clearly identify how children can be helped to make progress. Staff are starting to develop some sensory equipment to offer stimulation and tactile experiences for the younger children. Children are grouped appropriately to enable them to be challenged. Staff and management liaise closely with outside agencies, such as the local authority to ensure their knowledge and understanding of current good practice is maintained. They all have a strong commitment to continue to develop their own knowledge of childcare and education.

#### Nursery Education.

The quality of teaching and learning is good. There are some outstanding aspects including children's personal, social and emotional development which underpins the rest of the learning. Children understand the room's rules and strategies are in place to help children develop their ability to share and take turns. Children are enthusiastic and often initiate their own learning. For example, after lunch children are consulted on what toys are put out. Children are then free to choose which activity they wish to participate in. This means there is a balance between adult and child-led activities and children make good links in their learning.

Communication, language and literacy are very well developed. Children see a wealth of labels and posters so understand the importance of the written word. Many children recognise familiar words and are exceptional in their linking sounds to letters. Many can sound out the letters in their own name and familiar objects. Children give meaning to their mark making and some children's writing is displayed and given importance. They have added written instructions to the posters reminding children about hand washing in the bathroom. Most children are starting to form letters correctly and some can write their own names. Children enjoy stories and know how to use books as a reference. There is a good choice of appropriate books and comfy cushions where children can relax and enjoy the books.

Mathematical development is good. The range of resources supports children developing a sound understanding of mathematical concepts. They measure and use mathematical language spontaneously in their play. Positional language is well developed and the 'Forest School' has been particularly productive in achieving this. Children compare sizes of sticks and logs as they design and make their own dens and camps.

Knowledge and understanding of the world is exceptional. This is because of the settings ethos of providing 'Forest School' and a natural learning environment for the children. They have an excellent understanding of nature, how to care for it and most importantly how to enjoy the outdoor environment. They regularly go to the woods where staff have created a camp. Children use their imaginations as they build and explore. Children use a range of technology, for example they took turns to take photographs in the woods with the digital cameras. When they returned to the nursery the photographs were printed and used as part of the displays around the nursery. They listen intently to each telling details of their family and home experiences and have opportunities to participate in a range of festivals and

celebrations.

Creative play is provided as part of the topic. Children have painted still life pictures of the caterpillars and will return to look at them as they change and again draw them using a different drawing medium. Children use their imaginations well especially when playing outdoors. Facilities for role-play are linked to the topic so are not always freely available.

Physical play for children is very good. There are many resources for children to use to develop their hand and eye coordination. They are skilled at using a variety of tools and equipment. Although the adjacent outdoor area is small it is very well designed and compliments the 'Forest School' ideals. Children respond well to all the exciting tactile experiences to listen, touch and smell in the wood.

Overall, children make good progress in all areas of learning because of staff's knowledge and understanding of the foundation stage. The effectiveness of curriculum planning and assessment for all funded children is very good. The staff plan interesting activities, which they adapt to meet individual needs and interests and spontaneous play. As a result, children are motivated and make many good links in their learning. The staff's imaginative approach to providing new ideas means children are captivated by an extensive range of stimulating, relevant activities especially for outdoors. All children are eager to learn, self assured in their play and confident to try new experiences. There is a comprehensive range of resources within the play areas covering all areas of development which is constantly being expanded. Adults consistently and positively interact with the children to encourage their interest, involvement and learning. There are effective strategies in place to support children with special needs. Staff work closely with parents and other professionals to ensure children reach their full potential. Children respond particularly well when accessing the 'Forest School' area especially in gaining children's cooperation and improving behaviour. There are strategies to ensure children who have English as an additional language are given full support. Staff achieve a balance between supervised activities and allowing children the freedom to initiate their own learning.

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

The provision is good.

Children have a strong sense of belonging and of their own identity within the setting. A keyworker system is in place so children can build a strong bond with the staff. The wonderful array of photographs all around the nursery capture the inspirational moments when children have participated in a wide range of activities that engage them. There are good strategies in place to support children with special educational needs. Some staff have accessed relevant training and links have been forged with outside agencies that can offer help and advice. The 'Forest School' ethos has been particularly successful in engaging child with special needs and challenging behaviour. They respond well and their learning is enhanced by the freedom of the outdoor play which is fully inclusive for all children.

Children's understanding of the rules and how they should behave is given strong

emphasis. This works well as children's behaviour is very good throughout the nursery. Children are helped to develop their own strategies to resolve conflict without confrontation. This works extremely well as children start to resolve disputes for themselves. Children understand and follow the simple rules within the setting. There are clear colour coded posters displayed. The green ones show positive ideals, such as sharing and being kind. The red ones are based on what not to do such as no shouting and no fighting. Children are thoughtful and caring towards each other. They help each other with simple tasks, for example getting ready for lunch. Children's spiritual, moral, social and cultural development is fostered. Children are becoming aware of the diverse community and the wider world.

Partnership with parents and carers is good. Relationships with parents are very friendly. Staff make parents welcome and share a wealth of relevant information items with them. There is a parents' notice board which is regularly updated and includes items of news in regard to the setting as well as more general information items about childcare and education. Parents are given regular newsletters about the topics being used with the children and ideas they can try at home with their child. The effective key worker system ensures that parents have easy access to staff, and all information about a child's progress is shared. Parents are well informed about the themes and activities in the setting, and are enthusiastic in supporting their children's learning. However, they are given limited explanations about the curriculum for the foundation stage and the stepping stones. Parents are involved in the decisions of how to help their child take the next step in their progress through regular informal verbal exchanges and the more formal parents' evenings.

## **Organisation**

The organisation is good.

Children's care is enhanced because of the expertise of staff and the good quality organisation. They aim extremely high and never stop in their focus to provide best care. The support staff play a pivotal role in maintaining the high standards. For example, the cook and administration staff member are used effectively and form an important part in ensuring children's health and safety are promoted. There is a strong commitment to training from the management and staff attend ongoing suitable courses and information sessions. All staff are committed to continuous improvement and development. There is a robust system in place for the ongoing appraisal of staff. The key worker system is effective and the staff get to know the children extremely well.

The policies and procedures work in practice to promote children's health, safety and well-being. There are many detailed documents in place. These are regularly reviewed and updated taking into consideration current legislation affecting the care of children. All of the required documentation is readily available and stored securely.

Leadership and management are good. Where a weakness in provision has been identified the staff and management work together to improve that particular area as they constantly strive to provide best practice. Staff are clear about their roles and responsibilities, and work well as a team. Systems are well developed to evaluate

and monitor staff performance and development. They also evaluate the effect the nursery programme has on children's progress. This ensures the nursery fulfils its vision to provide a high quality standard of care for children. There is a clear vision for the nursery education with a strong focus on the personal development and achievement of all children through the use of the 'Forest School' initiative. The management and staff are committed to a high standard of care and education in which every child matters.

Overall children's needs are met.

### **Improvements since the last inspection**

At the last inspection the management and staff were asked to improve the staffing arrangements. Children's care has been enhanced by the effective keyworker system and the consistent staff group in each room. Children can access many resources for themselves and staff have training on the use and suitability of age-appropriate toys. There is an improved range of resources and activities that promote children's understanding of the diverse community. Staff's knowledge and understanding of the Code of Practice for Special Education Needs has been improved through relevant training. There is an effective system in place to ensure all the policies and procedures are regularly reviewed and meet all current legislation.

Many safety strategies have been put in place, for example ensuring all flooring is safe, fully enclosing the outdoor play area. The risk assessment procedures is exceptional in ensuring hazards are identified and every reasonable step is taken to reduce risks. Staff wear protective clothing when serving food to protect children from risk of cross-infection.

Nursery education has been improved because all staff have a good understanding of the early learning goals. Staff access training and are pro-active in using relevant publications to keep their knowledge up to date. Independent learning has been improved because of the way the indoor and outdoor environment are organised. This means children can self-select resources and initiate their own ideas.

### **Complaints since the last inspection**

On 21 February 2005 a complaint was received relating to National Standards 6 (Safety) and Standard 12 (Partnership with parents) concerning an accident to a child at the nursery and an allegation that the manager was subsequently not supportive and was rude. Ofsted wrote to the provider detailing the concerns and requiring a written response with supporting documentation within seven working days. The provider's written response detailed the circumstances of the accident and the actions taken by nursery staff in managing the child's injuries and contacting the parents and included supporting documentation, details of risk assessments and staff statements. After consideration of all available information Ofsted are of the opinion there is no evidence to suggest that the provider is not meeting the requirements of National Standards 6 or 12 and the provider remains 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.

## **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):

- develop strategies to ensure good hand washing procedures are used for all children especially before eating
- continue to improve the outcomes for young children and the use of the 'Birth to three matters' framework.

### **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 layout of the pre-school room so children can easily access role play on a more frequent basis
- improve the information for parents about the Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)