

# Teddies Nurseries Ltd (Chiswick Park Nursery)

Inspection report for early years provision

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<b>Unique Reference Number</b>	118130
<b>Inspection date</b>	28 March 2008
<b>Inspector</b>	Elizabeth Juon
<b>Setting Address</b>	The Old Chapel, Evershed Walk, Chiswick, London, W4 5BW
<b>Telephone number</b>	020 8995 4766
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<b>Registered person</b>	BUPA Childcare Provision Limited
<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, Chiswick Park opened in 1999. It is one of 43 nurseries run by Teddies Nurseries Limited, part of the BUPA group. It operates from four playrooms in a two story building situated in a residential area of Chiswick, within the London borough of Ealing.

A maximum of 75 children may attend the nursery at any one time. The nursery is opened each weekday from 08:00 to 18:00, 51 week of the year. It is able to offer care from 07.30 to 19.00, by prior arrangement. All children share access to a secure enclosed outdoor play area.

There are currently 130 children aged from three months to under five years on roll. Of these 15 children receive funding for nursery education. Children come from the local and wider community.

The nursery is able to support children with learning difficulties and/or disabilities and children for whom English is an additional language.

The nursery employs 20 staff including a cook and kitchen assistant. Of these, staff, 12 including the manager hold appropriate early years qualifications and two staff are working towards a

qualification. A staff member has recently achieved the Early Years Professional Status. Consultative staff from the Teddies organisation are available to give support.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children throughout the nursery benefit from the health and hygiene routines followed in the nursery. They have use of clean premises, toys, equipment and resources. The baby room is an outdoor shoe-free area which is an effective measure to keep the floors clean for crawling children. Staff take care when changing nappies and when serving food, by wearing aprons and gloves to prevent cross-contamination. Staff carry with them at all times a small dispenser of hand sanitising gel to use intermittently through the day as an extra hygiene measure. Children regularly and routinely wash their hands throughout the day, after messy play, after using the toilet and before eating. Older children are becoming increasingly independent in their self care skills and know why they wash their hands, because 'we are going to eat', they say. Using paper towels for hand drying effectively reduces the risk of cross infection. Babies are kept clean during the day by caring staff who wipe their noses, hands and faces when required. Children sleep in comfort, safety and on clean bedding, having individual named sheets. Children have daily access to outdoor play in fresh air, having the opportunity to use larger equipment such as, the climbing frame to develop physical skills. Children under two are kept safe in a separate garden area and have the opportunity to use suitable toys to develop new skills, such as pulling themselves up to standing. The majority of staff have first aid training to provide appropriate care to children in the event of an accident. Children are cared for sympathetically if they become ill at nursery, ensuring they are comfortable until parents arrive. Appropriate accident and medication records are maintained to promote children's wellbeing. Information is readily shared with parents to promote the health of all children, for example, current ailments within the group and exclusion periods for sickness.

Children freely access drinking water during the day; the older children help themselves with confidently and carefully, to water from the water cooler. A balanced and nutritious range of meals and snacks are prepared daily, using fresh ingredients. A sufficient quantity of food is provided to meet children's growing needs. Babies are carefully fed by staff or held when bottle fed to provide support. Children show increasing levels of skill using utensils to feed themselves. However, children over two years do not have sufficient independence at meal times to prepare the table or serve themselves.

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

The provision is good.

Children are cared for in safe and secure premises which are well maintained. There are effective procedures in place to ensure children cannot leave the premises unsupervised and that unauthorised visitors do not enter. The door is locked and a bell to ring, however, the intercom system which provides added security before opening the door, does not work. Visitors sign-in, wear a badge and are monitored by staff in the nursery. Staff follow written risk assessments and daily visual checks of the environment maintain children's safety. Children and babies use designated rooms, which are pleasant and organised carefully to provide safe and suitable areas in which they can develop their increasing levels of independence. The toddler and pre-school rooms have age-appropriate toys and activities within easy reach. Low level pictures and colourful displays offer a wealth of interesting visual stimuli. The babies have access to two

rooms and a cot room. Staff ensure the children have a variety of toys to hand on the carpeted area. However, the baby rooms are not utilised to their full potential to maximise space and play opportunities. The carpeted room lacks comfortable areas, easily accessible resources and visual stimuli. Babies use the large airy room, with low level windows and access to the garden, for meals and messy play only. This limits learning experiences and the possibility of seeing interesting things and other children, through the window.

Children develop a good understanding of how to keep themselves safe in the setting and with gentle reminders from staff they do not run between rooms and negotiate the stairs well. Safety precautions are in place, such as, stair gates and fire evacuation procedures which staff and children practise each month to ensure they can leave the premises quickly in an emergency. The children also alternately practise being quiet, still and following instruction in the event of an emergency that will require them to stay inside the nursery.

Children's welfare is safeguarded because staff have an awareness of their responsibilities in regard to the protection of children and a sound understanding of the possible signs and symptoms of potential abuse. They are confident in their ability to identify, record and report any concerns appropriately, following the local safeguarding procedures.

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

The provision is good.

Toddlers and babies take part in a broad range of stimulating activities. Staff have a sound understanding of the Birth to three framework and plan to meet children's needs and interests. Clear, key worker observations and photographs record and track the progress children make. Children play in a relaxed and friendly atmosphere and are developing a sense of belonging, encouraged by staff who are attentive to children's needs. Children happily come to the familiar staff for comfort, support and a cuddle. This promotes children's emotional wellbeing. Children benefit from a combination of free play, small group activities and larger group time, for example, singing nursery rhymes or making movement to music. Children are encouraged to explore a variety of textures in water, sand, corn flour and paint. Staff provide high levels of reassurance and close contact to children to promote their confidence and ability to play independently or within a group. Consistent daily routines provide structure for the children and babies to meet their individual needs for play, food and rest.

### **Nursery Education**

The quality of teaching and learning is good. Staff are knowledgeable and experienced in the use of the Foundation Stage curriculum to plan good opportunities for children to make progress in all areas of learning. There is a system for planning, observing and assessment and learning outcomes are linked to weekly themes. However, there is a gap between the observations and planning for children's next step in their learning. Some of the children's progress tracker books lack detail and require further development to ensure they show how next steps have been identified, planned for and met. As a result some children do not sustain interest in group activities and lack purpose during free-play.

Children are enthusiastic, excited and involved in what is going on around them. The room is organised into areas for different tasks, such as, creative or role play. It is a very welcoming environment, rich in visual stimuli, posters and labelled resources. However, the environment is not arranged to reflect the topic of 'growing' to extend children's learning and imagination, for example, the home corner might well be utilised as a garden centre to encourage children's

participation. Children delve into the activities and sustain interest in completing puzzles and games. They enjoy art and craft tasks and stick, glue and create with concentration. Some of the art activities are adult-led with the use of pre-cut materials and template shapes; this limits children's spontaneity in design. A small group of children at are times able to use a second room which is fully resourced with stimulating activities and the computer. Although the computer was switched on the children showed little interest. The deployment of a second member of staff to this group offering support and encouragement will enhance children's learning opportunity greatly. The staff and temporary staff are not always deployed effectively to sustain children's interest. For example, at mealtimes, when the senior qualified member of staff is serving lunch this does not effectively encourage children's good eating habits, social skills, independence or learning opportunities at the table.

Children have ample opportunity for mark making and developing early writing skills. They show an interest in books. They are able to visit the library on a regular basis. These outings also promote children's understanding of the local area and community. The print rich environment shows children print carries meaning and children can recognise their names on coat pegs and place mats.

Children have access to resources and activities which promote diversity and an understanding of the wider world. Celebrations from around the world are introduced in a simple fashion for children to understand, such as, Chinese New Year and recently, Easter. Children's family background is valued and the diverse cultural background of staff and children at the nursery provides a rich environment.

Children are friendly, cooperative and will help to tidy away toys when asked. However, larger group times are not always an effective learning opportunity as children of differing abilities and interests, distract each other and the attention of the adult. When an adult is facilitating a small group activity children behave in an exemplary fashion and concentrate at their chosen tasks.

Children have opportunity to count, recognise shapes and colours and are developing an understanding of weight and capacity during water and sand play. However, there are no written numerals on display to help children recognise numbers.

Children are developing dexterity and physical skills using small and large equipment, inside and out.

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

The provision is good.

Children settle well on arrival as they separate from their parents in their own time. There is a core staff team who have remained consistent for a number of years who offer parents and children a warm welcome. The caring staff ensure children's individual needs are met through out the day. Staff help children learn about differences through meaningful activities. They celebrate children's birthdays, have an understanding of children's family background and help children share their experiences with others. There are resources which reflect diversity and positive images of disability, for example the small world family. All children can make choices about their play as the resources are within easy reach.

There are suitable systems in place to support children with additional needs. Staff work well with parents to help children communicate with English as an additional language, such as, knowing some important words in the child's own language.

Children generally behave well. Staff participated in recent training sessions to develop strategies to manage children's behaviour in a positive way. Babies and toddlers are well supported by staff and remain busy and occupied at activities. Older children cooperate well and are learning to share and take turns. Children in the pre-school room have good manners, for example, at snack time asking, 'please may I have more fruit'. In larger groups the pre-school children can become distracted. Children's social, moral, spiritual and cultural development is fostered.

Information for parents is plentiful on the notice-boards, in the prospectus, newsletters and through verbal interaction. A variety of planned events throughout the year are attended by parents. Staff are encouraging more active participation at the nursery, such as, asking parents to read a story or help maintain ratios on outings. This fosters good relationships between adults to benefit the children. All the required written information is gathered to ensure children's safety and welfare. Parents are informed of the contact details of Ofsted and the nursery complaints procedure.

The partnership with parents and carers for nursery education is good. Parents are informed about the early year's curriculum. Planning is displayed to inform parents of the week's topic and how the theme may be extended at home. Staff prepare the children's progress record for the open evenings and are available to discuss children's progress or concerns, at any time. All parents spoken to at the time of the inspection were pleased with the care and learning provided to their children.

## **Organisation**

The organisation is good.

Children benefit from a well organised environment where time, space and resources are used effectively to support care and learning in the nursery. The layout of the baby room requires some consideration to be more appealing. The staff team understand their roles and responsibilities and get along well, which generates a friendly environment. However, on occasion staff are not deployed effectively or delegated appropriate tasks, to ensure qualified staff have productive time with the children. Appropriate recruitment and vetting procedures ensure staff are suitable to work with children. Staff undergo an induction process and subsequently have regular meetings and appraisals which identify any training needs to benefit the care of the children. There is an efficient registration system in place. The times of children's attendance is recorded, staff are noted down in the rooms. This ensures staff: child ratios are maintained to safeguard children.

All the required documentation is in place including comprehensive policies and procedures to underpin working practices in the nursery.

The leadership and management of nursery education are good. The nursery chain ensures planning topics are in place. Staff organise appropriate activities to help children make good progress through the early years curriculum. However, the record of children's progress and the planned activities to extend children's individual learning require further development to benefit children's progress to the next step in their learning. The provision of peripatetic teachers for music, physical education and French enhances children's overall development. The manager is enthusiastic and supports the staff team well. She cites the introduction of

the Jolly Phonics reading scheme and the effectiveness of the nursery to meet children's individual needs as strengths of the provision. The manager is able to highlight some areas for development which include the need for staff to be more confident in their computer skills to encourage and help children to use the technology. The setting meets the needs of the range of children for whom it provides.

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

At the last Care inspection the provider was asked to amend the complaints procedure to include the address of Ofsted, ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee procedures and ensure there is a named deputy.

The provider has made improvements which include a comprehensive complaints procedure with Ofsted contact details, an up to date child protection procedure which now complies with the current information from the Local Safeguarding Children's Board and a named acting deputy. These measures promote children's welfare in the nursery.

At the last inspection of Nursery Education the provider was asked to develop the staff's knowledge and understanding of the Foundation Stage to improve the range of teaching techniques and planning, assessment and evaluation of children's progress and planning the next steps of children's learning; develop the programmes for Mathematical Development and Knowledge and Understanding of the World; provide greater opportunities for children to practise their writing skills, writing for different purposes and ensure the organisation of group times meets the educational needs of all children; strengthen the programme for physical development by providing children with opportunities to develop their gross motor skills and ensure opportunities for children to use a range of musical instruments, explore sounds and match movement to music.

The provider has made improvements to enhance children's learning. Staff are confident in the use of the early years curriculum to provide a full range of activities to promote children's development through the six areas of learning. However, the need to ensure planning includes the next steps in individual children's learning and the need to organise some group times to meet the needs of all children, remain areas for improvement.

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

Since the last inspection Ofsted received two complaints relating to National Standard 6, Safety; National Standard 7, Health, National Standard 12, Working in partnership with parents and carers and National Standard 13, Child protection. The first complaint raised concerns regarding supervision of children, procedures for preventing the spread of infection and poor partnerships with parents. The second complaint raised concerns regarding the suitability of a staff member. Ofsted carried out unannounced visits. As a result of these visits the provider was found to be meeting these standards but Ofsted required the registered person to take action under National Standard 11, Behaviour and National Standard 14, Documentation. The provider responded to Ofsted to confirm that suitable measures had been taken to meet the actions set. No further action was taken and the provider continues to be registered.

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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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 the use and layout of the baby rooms to be more appealing for the children and maximise the learning potential of the area

#### 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 improve observations and records of achievement and update them consistently for all children and evaluate them to plan for individual children's next steps
- ensure the deployment of staff and delegation of tasks is effective to extend children's learning and provide challenge and differentiation within activities, including mealtimes, to meet their individual needs and stage of development

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)