

Teddies Nurseries

Inspection report for early years provision

Unique Reference Number	EY245454
Inspection date	23 January 2008
Inspector	Claire Jean Douglas
Setting Address	20 Langley Road, Beckenham, Kent, BR3 4AD
Telephone number	020 8658 7499
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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 good.

WHAT SORT OF SETTING IS IT?

Teddies Nurseries in Beckenham is part of the Teddies Nurseries group which was established in 1992 and was taken over by BUPA in 2000. The Nursery operates from a detached, converted house in Langley Road, Beckenham and has a large outdoor play space.

The Nursery is made up of three groups including Baby care on the ground floor for up to 12 children aged 0 - 1 year, two Little learners groups on the ground floor for up to 20 children aged 1 - 2 years and two Learning centre groups on the first floor for up to 20 children aged 2 - 5 years. There is a separate milk kitchen, nappy changing and sleeping area in the Baby care room and separate toilet and nappy changing area for children in the Little learners groups. On the first floor there are toilets for the Learning centre children, a small library area and the main kitchen. The staff facilities, office and utility area are on the top floor which is not accessible to children.

The Nursery is open from Monday to Friday, from 08.00 - 18.00 all year round except for Christmas and New Year. Children may attend for morning or afternoon sessions between these hours.

There are currently 82 children on roll, of these 25 receive nursery funding. The Nursery supports children with special educational needs and English as an additional language. Over 75% of staff hold an appropriate childcare qualification at level two or three.

A range of age appropriate play and learning activities are provided which are linked to the Early Learning Goals and the Birth to three matters framework.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from effective procedures and practices which meet the children's physical, nutritional and health needs. The level of adult support and guidance helps children to gain a good understanding of hygiene and become independent in their personal care, for example, when they are asked to go and wash their hands before eating. A member of staff is on hand to guide them if they need help.

Children are positively encouraged to enjoy and understand the benefits of a healthy diet. Healthy foods are cooked daily on the premises and they are discussed and promoted as a theme of work. Children are able to help themselves to a good range of fresh fruit at snack times. Older children delight in the opportunity to develop their independence, as they serve out the food themselves and pour out their own healthy drinks from the jug. Water is also freely available to the children from a water jug throughout the day.

Children take part in regular physical activities in the garden as part of the daily routine, which contributes to a healthy lifestyle and supports their physical development. Little learner children delight in climbing up the ladder to the slide, showing pleasure when staff praise their achievements as they slide down. The Learning centre children practise new skills as they hop along in the hopscotch area and jump along the numbered stepping stones. The Baby care children are taken out to the local parks in buggies, when ratios allow, for fresh air and a change of scenery, they also have a fenced off garden section, which they visit during the warmer weather. Children also enjoy taking part in physical activities inside the nursery for example, dancing and moving to the music, during a music and movement session.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Appropriate safety precautions such as stair gates and socket covers are in place which help promote children's safety within the setting, this means children are able to move around in their rooms safely and independently. The staff are appropriately deployed ensuring children are always well supervised, for instance, escorting children whilst they move from one area to another. Children are cared for in a clean, secure and generally bright environment, excluding the babies cot room, as this has no natural light source and is extremely dark. Babies became fretful when taken to the room, resulting in a stressful environment, as staff are spending much of their time comforting tired babies, leaving them unable to play with those whom are awake. Therefore attention to improving this room is required to enhance the babies overall sense of security and wellbeing.

Children are familiar with the evacuation procedure, as fire drills are regularly carried out, promoting children's safety. Children have access to a range of clean, safe, play resources and

equipment suitable for their age and stage of development which means they can play safely. However, the variety of play equipment for the younger children and babies appears limiting. There was no form of sensory equipment or play with natural materials available, restricting the quality of experiences on offer for these age groups. Children's welfare is safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff appear warm and responsive to the children, which helps them to develop secure bonds with their carers and to foster their emotional well-being.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children settle well at the setting and appear to be happy. They enter confidently and make themselves at home. They are beginning to relate well to each other and socialise and make friends with other children. The children behave well, they are helped to understand the expectations of the setting and know the boundaries from the use of a visual 'traffic lights system'. Their welfare is generally promoted as staff plan a range of activities and play opportunities which help to develop children's emotional, physical, social and intellectual capabilities, using the Birth to three matters framework and the Foundation Stage curriculum.

Organisation of resources and deployment of staff allows the children to make some choices and promote their independence. Staff engage with the children, they are enthusiastic and get involved in the children's play. Children know the routine well and enjoy the activities that are provided for them.

Nursery Education

The quality of teaching and learning is good. Children make steady progress towards the early learning goals with the support of staff who have a sound understanding of the Foundation Stage and of how children develop and learn. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an enthusiastic manner. The staff throughout the nursery work with long and short term plans and each child has a key worker who is responsible for overseeing observations, however, it is not clear how links are made from observations, as they are not used to aid planning for the children's individual needs. As a result, children's individual learning may not always be developed fully.

Children are developing good pencil control as they are encouraged to name their own work and many displays are labelled by the children themselves. During circle time children have regular opportunities to use the phonic alphabet, staffs consistency and quality of teaching has helped move the children on as many have learnt the sounds of the letters in their own names confidently. Children are developing positive relationships with adults and other children. They co-operate and work well together by taking turns. Children are beginning to count confidently and recognise numbers that are important to them. For example as a child counted up all the people she had drawn on her paper, 'eight! I didn't know I had eight people in my family, that's a lot'. Within the Learning centre there is a designated area for mathematical development, however, the use of numbers as labels for counting is minimal, limiting the opportunities for children to learn from seeing numbers used for a purpose. Children recognise the properties of simple shapes and are able to make simple patterns with construction toys and peg boards. Children have opportunities to use information and communication technology, they have access to one computer and a selection of age appropriate computer games and programmable toys, helping to develop their hand and eye coordination.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and play a full part in the nursery, staff value and respect their individuality and family context for each child, including those with learning difficulties and/or disabilities. Information about children's individual needs is gathered through discussion with parents before they start. The setting needs to increase the opportunities for children to learn to value diversity and equality as they play, by providing a range of resources that reflect the wider community and anti discriminatory practice. Staff have a calm and consistent approach to managing children's behaviour. Overall, this results in a calm atmosphere which helps children to behave well. The provision fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery education is good. Parents of Learning centre children are provided with information about the Foundation Stage curriculum through verbal and written communication and information displayed on there notice board. All parents receive information about their children's attainments and progress at parents evenings, which are held twice a year. Parents are made aware of the settings comprehensive policies and procedures when their child starts at the setting, in general they have relaxed relationships with staff throughout the setting and they have stated in past questionnaires that they find them friendly and approachable.

Organisation

The organisation is satisfactory.

Recruitment and vetting procedures are in place to ensure that children are cared for by appropriately qualified staff, who are suitable to work with children. Staff are beginning to work well together as a team and have clear roles and responsibilities. Staff have an understanding of child development, which helps them meet children's individual needs. Children are generally cared for by regular staff that they know well, during times of change the nursery has a set of bank staff, to cover for absences, this helps with consistency. The leadership and management of the nursery education is good. The manager is committed to development and is aware of areas which need improvement. She is open to advice and tries to make use of external support for raising standards. Staff are given support to develop their skills and knowledge through on-going training. The manager has an overall understanding of the Birth to three framework and the Foundation Stage curriculum and knows how to use them in practice to support children's development.

Required records, policies and procedures which contribute to children's health, safety and welfare are in place, however, the risk assessment procedure, needs updating to ensure that identified risks are made safe within a set timescale. The induction training and test, ensure that all staff understand the policies and procedures so they can refer to them when necessary. Space, staff and most resources are organised well throughout the setting. There is an established daily routine which helps to ensure that the children are generally occupied and stimulated throughout their time at the setting and that they are enjoying and achieving appropriately. 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 address the selection of resources to reflect positive images of people in the community and to review the storage of toys and resources to support children's ability to make choices and to allow for greater accessibility.

The children now have some play resources which show different people in the community such as ambulance drivers, doctors and the police. Further positive images of diversity required and set as a recommendation at this inspection. The storage of toys has been improved and now allows children to make some free choices. At the last nursery education inspection there was one point of consideration raised which was to increase the opportunities for children to practise writing in their freely chosen activities. This area has been considered and improved.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. 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 risk assessments of the premises are followed up with an action plan that identifies a timescale of the action to be taken to minimise identified risks
- develop the range and quality of play resources, activities and facilities available in particular those which promote equality of opportunity and anti discriminatory practice
- ensure that activities and toys provide younger children with varied stimulation and sensory opportunities and that the premises, in particular the cot room, is made welcoming and friendly to babies to enhance their overall sense of security and wellbeing.

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):

- increase the opportunities for children to learn from seeing numerals in the environment
- ensure that assessments are systematic, informative and objective and that this information is then used to help children move to the next stage in their learning (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