

Teddies Nurseries (Bristol)

Inspection report for early years provision

Unique Reference Number	107079
Inspection date	29 January 2008
Inspector	Nigel Lindsay Smith
Setting Address	Former Bedminster Cricket Club, Clanage Road, Bower Ashton, Bristol, BS3 2JX
Telephone number	0117 9531246
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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 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 Day Nursery is one of a chain of nurseries owned by BUPA. It opened in 1999 and operates from a purpose built setting at Bower Ashton on the outskirts of Bristol. A maximum of 45 children may attend the nursery at any one time. The nursery opens five days a week for 51 weeks of the year, from 08.00 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 94 children aged from under one year to four years on roll. Of these, 27 children receive funding for early education. Children come from a wide catchment area. They attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 14 members of staff. Of these, 11 have appropriate early years qualifications and one is currently working towards a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted through effective policies and procedures. Good nappy changing arrangements such as staff wearing disposable gloves minimise the risk of cross infection. The premises and equipment are kept clean. Children learn the importance of good hygiene, for example by regularly washing their hands. Risk of infection is reduced by a clear policy for children not to attend when ill, and parents are contacted promptly if they become ill when at the nursery. Parents provide written permission if medication is needed, and they are asked to sign records of the medication being administered by staff, so that there is clear communication. Children are safeguarded in the event of an accident as the nursery obtains permission for emergency medical treatment, and staff receive first aid training. Records of any accidents are thorough, and shown to the parents to ensure consistent care.

Children benefit from food freshly prepared on the premises, including meals for babies. Older children enjoy meals such as pizza, salad and fruit sitting together; mealtimes are a good social occasion as they talk to each other and the staff. Children learn the importance of healthy eating, for example through an emphasis on the 'five a day' campaign for fruit and vegetables. Children remain well hydrated as staff ensure that they have regular drinks; older children serve themselves. Children's dietary requirements and any allergies are identified, so that their individual needs are met.

Children have regular access to fresh air as very good use is made of the outside area, which has an astroturf surface to facilitate usage in bad weather. Regular opportunities for outdoor play enable children to make good progress in their physical development. They balance on the wooden boat structure, pedal a range of wheeled equipment, catch and throw, and work together to assemble hoops to manoeuvre balls. They dance and develop their physical skills in a weekly session run by a specialist facilitator. Children show good levels of control when developing their small muscle skills, for example, using writing implements and a computer mouse.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a colourful, welcoming environment, with pictures, maps, photos and play equipment appropriately at their level. The premises provide good accommodation to meet the needs of the children, who are organised into four age groups. There are separate areas for babies and older children to rest; the area for babies has low light, with calming music. A wide range of resources are arranged to promote independent access by children in all areas of the nursery. Equipment is checked when obtained, with subsequent monitoring to ensure that it remains safe to use.

Children are protected by thorough risk assessments which ensure that they are safe on the premises and in the garden. They take part in regular fire drills which ensure that staff are familiar with the procedures for evacuation of each area of the building. Children are checked regularly when they are resting. There are robust procedures to ensure that all adults who have contact with the children are vetted, and that only people nominated by parents are able to collect them. Access to the premises is monitored effectively as staff always meet visitors at

the door. Children learn about keeping safe, for example through a road safety role play in the outside area, where they negotiate zebra crossings.

Children's welfare is safeguarded through a clear child protection policy, which contains procedures to follow in the event of an accusation against a member of staff. Staff receive child protection training and are able to demonstrate a clear understanding of appropriate action to take if have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy good relationships with the staff. The staff are enthusiastic, friendly, and supportive, which helps the children to be relaxed, confident and secure. Babies are given good support to explore accessible items such as shakers and soft toys, and to enjoy the sensation of flour and water and bubbles. When they have less opportunities to spend time outside because of bad weather the staff change the environment in the room to provide variety, for example bringing in large equipment from outside. Toddlers enjoy a variety of adult-led and free choice activities, experimenting enthusiastically with musical instruments, painting, and proudly taking individual turns in the 'Jumping Bean' song.

The 'Bears' are given good opportunities to make choices to develop their independence before moving to the learning centre. They develop role play, and interact enthusiastically with a story which they have asked a member of staff to read. They talk about how many planes they have seen when out in the garden. Planning for all the younger children takes account of detailed observations carried out by the staff. The frequency of observations has been variable and staff are working on making them shorter and more frequent so that they can more effectively be used to identify the next steps for each individual child. 'Tracker' books for each child measure their overall progress using the Birth to three matters materials.

Nursery Education

The quality of teaching and learning is good. Children's choice and independent access is promoted as resources are organised effectively. These are arranged around the room to reflect the learning areas within the Foundation Stage. Planning is thorough and ensures that all six learning areas are covered, linked to monthly themes. 'Tracker' books record progress in the learning areas. Regular observations are made of each child and are used to plan for their individual needs. This is successful in planning for the children's individual needs; staff are continuing to develop the most effective way of coordinating the range of different observations for each child.

Children are learning to be independent as they use their own named pegs, and put on their coats and hats to go outside. They develop their awareness of others as they bring in items to share, such as plastic dragons and photos of their home life taken with the nursery 'teddy'. They respond confidently at snack time as they recall having made Chinese lanterns. Staff then show them a comprehensive range of resources about China; a child shares with the group that a relative has been there and brought them back a tea-set. Staff use their initiative in developing topics with the children. When being read a story a child makes a reference to disability and the staff use this to facilitate a discussion with the children. In free play some children sit together at the mark-making table and decide to write letters to their parents; they select envelopes to put them in, address them and draw stamps on them.

Children count regularly, for example the number of children going outside, and they weigh and compare items in cooking activities. They develop their understanding of the nearby farming community through bringing in play farm items from home to display, and they become familiar with varied work roles through visits such as from the police, the fire service and from parents who talk about their jobs. They learn about tending plants through planting them, and they can take the nursery hamster home and care for it. They become familiar with technology as they use the computer; a group of children work jointly to find the next items in the "Three little pigs" story. Children have many opportunities to develop their creativity as they sing and move to music and make a picture with footprints, paint and paper covering the floor. They use their imagination in the role play area which has a variety of themes such as a palace and a jungle. There are good opportunities to develop their learning in role play, such as pencils and paper to make lists to link with the supermarket theme.

Helping children make a positive contribution

The provision is outstanding.

Children gain a positive image of the diversity of society through activities such as making dragons for Chinese New Year, supported by a comprehensive folder of relevant resources. Additional materials are hired from a local specialist resource centre. Children learn about a variety of roles in the community through visits, for example from the police who have a base nearby and through parents talking about their work. Staff are highly committed to ensuring that children with a disability/and or learning difficulty are fully included in the activities.

Children behave very well. Staff are calm and consistent and use praise and encouragement effectively. They make good use of humour to help to establish excellent relationships with the children, who respond well. There is a very clear behaviour management policy in place with appropriate strategies to deal with any challenging behaviour, including time out with a member of staff.

Children benefit from the commitment by the nursery to build good relationships with their parents. There is an open day for parents who are considering enrolling their children. Parents are asked to provide comprehensive information about their children, and are given very good information about what to expect in a 'settling in' booklet. Daily information is exchanged in a diary for younger children, and whiteboards update parents of the older children. Newsletters and notice board articles complement the daily opportunities to talk to key workers about the children; the manager and deputy ensure that they are also available for discussion when the children are going home. There is a high commitment to obtaining feedback from parents; there is a suggestion box and an annual questionnaire, which is analysed independently. There is a comprehensive procedure in the event of a complaint, including arrangements to inform the other parents.

Partnership with parents is outstanding. Comprehensive information about the Foundation Stage is given through illustrated displays, open evenings and a letter when children join the Learning Centre. Parents are informed about the learning topics and invited to make contributions. They are sent feedback forms when children take things home that they have made, and are encouraged to send in information about what their child has been doing at home. They have two formal opportunities in the year to discuss their children's development. Parental feedback commented very positively on the information provided about the Foundation Stage, and on the Learning Centre's key role in preparing children for school.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Effective recruitment procedures ensure that staff who work with children are suitable to do so. The setting demonstrates its commitment to providing good quality child care as the majority of staff have childcare qualifications. The manager and deputy check all the rooms each morning to monitor the risk assessments.

All required documentation which contributes to children's health, safety and well-being is in place. Records are maintained confidentially and retained for the appropriate period.

Leadership and management are good. A comprehensive procedure ensures that staff induction is effective. There is a clear system for staff appraisal which includes the identification of any resources needed to help staff perform effectively. The high commitment to continuing improvement is demonstrated by an annual feedback questionnaire for staff, processed independently, which includes a review of management. Regular meetings enable staff to discuss their ideas. Staff are able to keep up to date with current practice as they regularly attend training. Staff work well as a team and communicate effectively.

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 setting was asked to create a more imaginative outdoor space. This has been achieved, for example by providing a play boat, with blue Astroturf to represent the sea. They were asked to ensure that there were sufficient resources for activities, which is covered in planning, and that children's work is displayed, which is achieved throughout the nursery. They were also asked to obtain a copy of local child protection procedures, which has been achieved as they have a copy of the local Safeguarding Board procedures.

At the last inspection of nursery education the setting was asked to promote linking sounds and letters, and calculation, which have been achieved.

Complaints since the last inspection

Since 1 April 2004 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 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):

- develop further the system for using assessments in planning for individual children

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 develop further the co-ordination of recording individual assessments of children

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