

Teddies Nurseries

Inspection report for early years provision

Unique Reference Number	159337
Inspection date	27 March 2008
Inspector	Jenny Read
Setting Address	113 Blegborough Road, Streatham, London, SW16 6DL
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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 satisfactory.

WHAT SORT OF SETTING IS IT?

Teddies Day Nursery opened in 2001 and is one of several nursery's owned by BUPA Childcare Provision Limited. The nursery operates from three rooms in a large converted church hall situated in the Streatham area. Children attend for a variety of sessions from the local community and surrounding areas.

A maximum of 54 children aged from three months to four years may attend at any one time. There are currently 47 children on the roll. Of these, nine children receive funding for nursery education. The nursery is open each week day from 08.00 until 18.00. The nursery currently supports a number of children with learning difficulties and/or disabilities and number of children who speak English as an additional language.

The nursery employs 13 staff to work with the children. Of these, seven staff are qualified to level 3 and three staff to level 2. The acting nursery manager holds the Nursery Nurse Examination Board qualification and Bachelor of Science in Education Degree. One staff member is currently working towards a recognised early years qualification to level 2. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health care needs are generally well met because most staff have attended an appropriate first aid course, with four staff holding an advanced first aid training qualification. In addition, the well stocked first aid boxes in each group room are regularly checked by the designated health and safety officer, ensuring children receive appropriate and prompt treatment for minor injuries.

The staff maintain records relating to any accidents, administration of medication or incidents with each group room having their individual file. Staff demonstrate good awareness of the procedures if a child arrives with an injury and clearly record times when a child has had medication before they arrive. However, not all accident records are shared and signed by the manager in line with the setting's policies and procedures. The staff obtain written permission from parents in line with the requirements before administering any medicines to children and although information is recorded on the same sheet, staff ensure records of administration are countersigned by parents. The accident record has a clear index sheet to enable staff and management to monitor these at a glance and the relevant page is countersigned by parents on most occasions to ensure they are sufficiently informed and able to provide appropriate treatment and care at home.

Staff are excellent role models and implement very good hygiene routines. They wear gloves and aprons when changing children's nappies or clothes and wear hair nets, gloves and aprons when serving food and dealing with any spillages to minimise cross infection. The premises are cleaned each day by outside contractors and staff sweep the floors and regularly use anti-bacterial spray on tables to reduce the spreading of germs. Children's health is well protected because their sleep mats are thoroughly cleaned every day and blankets washed at least once a week to prevent cross contamination.

Children are independent in their personal care and readily wash their hands following messy play activities and after using the toilet. In the pre-school room, children know the hand washing routines but these are time consuming at mealtimes meaning children become bored and restless. Paper towels and liquid soap are easily accessible and the younger children use individual wet wipes to wash their face after meals with staff on hand to support if required.

The menu plan is clearly displayed for parents to enable them to see what their child is eating. Children are developing a good understanding of healthy living because the nursery has a clear ethos on promoting healthy eating. All meals are home-cooked, where fresh ingredients are used to provide a varied and well-balanced menu that provide children with different food experiences. The chef and staff describe with clarity, specific dietary requirements within each group room and maintain detailed lists in the kitchen and group rooms to refer to if necessary. Alternatives are provided and clearly recorded on the menu.

The children devour their breakfast, choosing their cereal and toast and milk or water and have as much as they need. The water dispenser in the pre-school room enables children to help themselves to a drink when they are thirsty. Children in the pre-school use their cups provided at meal times to access water from the water dispenser. However, there are no cups available in the dispenser to enable the children to help themselves to a drink during the session, to ensure they are kept well hydrated.

Meal times are a social occasion in each of the rooms. Children choose where they wish to sit and talk freely with staff and their peers about their day, family and own experiences. Children in the pre-school room are beginning to take part in meal time routines by helping to hand round the plates. This helps to promote their enjoyment of food.

Children rest and relax according to their needs. All groups are given set times to go in the garden. However, staff seldom take the babies into the garden for fresh air and are unable to take them for regular walks in the local community because they are waiting for the new pushchairs to arrive. The toddlers enjoy climbing and are confident in their physical skills and abilities.

Planning documents show the pre-school children take part in music and dance and sport movement to improve their physical fitness, co-ordination and control. They balance along the planks and peddle small tricycles with skill, negotiating round obstacles easily. However, many of the outdoor play materials are small and are not challenging for the older and more able children. In addition, children do not have opportunity for free-flowing indoor and outdoor play, to choose where they wish to play and learn and sufficient emphasis is not given to planning children's outdoor learning. For example, because hand washing took so long following snack time, children were only able to have five minutes outside before coming back inside because the next group was coming outside and requested the games and resources were put away because they were deemed as not suitable. Children that are more able understand the affect exercise has on their body, exclaiming 'I like playing with Mobilo bestest and playing outside on the bicycles and I sweat because I go so fast'

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises is bright, cheerful and welcoming for children and parents. The babies have ample space to comfortably crawl and explore their surroundings safely. The room is colourful and vibrant with photographs decorating the walls, large comfortable cushions on the floor and specific furniture suitable for the youngest children. The many displays in the toddler room of children's work and low-levels storage units provides a friendly and warm environment and helps to promote their independence. For example, throughout the nursery low-level sinks, paper towel dispensers, coat pegs and children's named drawers in the pre-school aid their development.

The pre-school room is compact and has defined spaces, such as a home corner, book area, table top areas and a separate quiet room for children to sleep and use the computer. However, this space is not utilised effectively because the door is often kept shut meaning children rarely access this area throughout the day. The outdoor play space has been developed and includes a safety surface area for climbing apparatus and a fixed swing unit. Double doors leading out from the pre-school provides children with easy access, however, due to timetable restrictions, free-flowing indoor and outdoor play is restricted.

The children play with a generally good range of toys and play materials, which are appropriate for their age and stages of development. Most of these are in generally good condition and are cleaned when appropriate. However, home corner furniture and play materials in the pre-school are very worn, old and tired looking with pieces broken and in poor condition, meaning children are unable to use the resources appropriately. In addition, the systems for checking there is sufficient clean paper, writing materials and tools is not working, resulting

in children having to use paper that has already been used and scabble around to find implements that work or tools they wish to use.

Children's safety is given generally good priority through regular health and safety inspections, which clearly highlight areas for improvement, such as risk assessments not being completed properly and daily garden checking records not being completed routinely in line with company policy. As a result, staff are booked to attend health and safety and manual handling training courses and specific roles and responsibilities have been given to staff to address the issues and improve the standards of safety for the children. Assessments for pregnant members of staff are well known and stringently implemented to safeguard and protect the children and members of staff concerned.

The building is secure and staff rigorously monitor the entrance. The buzzer alarm notifies staff of persons wishing to gain entry and ensures visitors are supervised appropriately. Obtaining photographs and recording named persons who are authorised to collect the children is effective in safeguarding the children from persons not known. The staff maintain very accurate records of children's attendance, promptly recording times when they arrive or depart. However, the separate outings book to record when staff and children leave the premises is kept in the office and is not used effectively to show clearly who is on the premises at any one time.

Children are learning how to keep themselves safe through regular discussion and monthly practise of the emergency escape plan. Consequently, children describe with clarity how they must run outside into the garden and wait for their name to be called to check everyone is there. Children know the dangers of fire, explaining 'If there is a real fire we go out the gate so we don't get hurt'.

Staff supervise the children appropriately and respond promptly when they observe a child licking their knife and putting it in their mouth when cutting up fruit. The manager and room leaders use walkie talkies successfully throughout the day to request support, for example to answer the door and to move staff around the nursery to cover ratios. However, there are some deployment issues because observation of sleep times and lunch breaks, means there is insufficient cover during these key times.

The children show good awareness of the boundaries and rules for safe play and some are beginning to police the rules within the room. However, children's safety is put at risk because reminders from staff and management of the rules for safe play are inconsistent, resulting in a small number of children climbing on the furniture, running around the room and becoming generally disruptive.

Children are generally well protected from abuse and neglect because most staff demonstrate sufficient knowledge and understanding of child protection issues, describing adequate signs and indicators that may raise a concern. Staff are clear of their responsibilities to report any concerns and most know the line management process to follow. The child protection policy is very detailed and well laid out. Knowledge of current referral procedures and steps to take if an allegation of abuse is made against a member of staff are not clear. However, the manager is very clear he will immediately refer to the operations manual and safeguarding guidance to ensure procedures followed are prompt and children's welfare is promoted. Previous child protection concerns have been recorded appropriately and the appropriate agencies notified at the time.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The staff have a secure knowledge and understanding of the Birth to three matters and this is reflected clearly in the planning of a suitable range of activities and experiences, displays and through observations of the children's play. The planning for the younger children is solely based upon the four aspects of the Birth to three, although focus of learning and purpose of activities in Little Learners is not clear to inform staff and parents. Staff track the younger children's progress through the Teddies company tracker books and tick sheets and complete observations of the children. However, these are long and tedious, requiring staff to record a next step for each observation and to complete additional information, such as 'what does this tell you'.

Children are happy and building strong bonds because staff greet them warmly, offer plenty of praise and interact generally well during play. The babies receive reassurance during play through lots of cuddles and encouragement, which supports their emotional well-being and gives them confidence to explore their surroundings with the knowledge an adult is ready to guide and support if necessary. The babies have a wonderful time, banging the large spoons together and investigate the bristles on the brushes and listen to the different sounds as they bang them in the metal tin.

The youngest children enjoy a wealth of activities that stimulate their sensory experiences through a selection of natural materials. Photographs show the babies having fun sitting in trays covered with cornflour and water, spaghetti, pasta and sand or water. In addition, the Little Learners enjoy playing with jelly, paint and using musical instruments. This enables the children to touch, taste and smell the different textures on various parts of their body and enables them to express their creativity, experiences and feelings freely for themselves. The babies show interest as they bang the wooden spoon in the bowl as they help to mix the play dough ingredients and develop confidence to try new experiences as they model the staff touching, prodding and squeezing the dough in their hands.

The children readily make choices, choosing resources for themselves to play in the sand and readily attract the attention of the staff through making sounds, gestures and attempts at spoken words. The staff respond to the children's sounds to support their early communication skills and regularly sing familiar songs and rhymes to develop their skills further.

Nursery Education

The quality of teaching and children's learning is satisfactory. Children are making generally good progress in their learning because staff have a satisfactory knowledge and awareness of the Foundation Stage curriculum. The planning successfully covers the six areas of learning, although some aspects, such as information and communication technology and outdoor play are not featured sufficiently. The planning outlines a broad range of interesting activities that provide children with useful learning experiences. However, these do not radiate from the children's next steps to ensure there are appropriate challenges and their individual learning needs are well met. In addition, children have little involvement in contributing to the planning of topics and activities to enable them to share their ideas and thoughts and begin to plan their own play.

Observations are completed and used appropriately to inform the children's individual tracker book. However, the company observation sheets are time consuming, taking the staff away

from focusing on the children's play and learning. In addition, staff indicate they are not easy to use and the tracker assessment books do not closely link to the stepping stones, making it difficult for staff to plan against the Foundation Stage curriculum. However, completion of termly reports, enables staff to review children's achievements and gain a level of understanding about their progress.

Staff are energetic and committed and implement a range of strategies to support children's learning. However, the teaching of letters and letter sounds through the Jolly Phonics programme is too formal, circle times too long and the grouping of children not suitable for some structured activities, resulting in children becoming bored and restless and the pressure to perform for some children too great with them becoming very distressed when they get something wrong. In addition, children's learning is regularly disrupted due to persistent inappropriate behaviour and inconsistent and weak methods to address and manage those situations.

Older children are generous, helping the new children to settle and learn the routines. Children begin to feel a strong sense of themselves and a key member of the group as they learn the pre-school welcome and tidy away time songs. Children gain confidence to share news and speak freely about their family in front of the group and take care of their personal care needs with minimal support from an adult.

Children are confident speakers and readily share news about their visit to the museum and talk about what they are doing with adults. For example, explaining about the jigsaw they have at home that has the first letter of their name, showing their good awareness of phonics as they sound the letter correctly. They show interest in writing and mark making, accessing some graphics materials, chinks and stencils, although the draws and storage unit is poorly resourced and rarely re-stocked.

Children use basic mathematical language to describe size and quantity as they sort the different shells, exclaiming, 'this is bigger' or 'here's another one, there are two of them'. Displays of children's work show children counting how many seeds they have found from the fruit. However, opportunities to count how many children are present and to calculate and compare the number of girls, boys and adults present each day is not observed. In addition, staff do not use daily routines effectively to support children's knowledge of number, such as counting cups and plates at meal times.

Children's knowledge and understanding of the immediate and wider world is good. They eagerly use magnifying glasses to explore shells, pine cones, bark, conkers and pebbles, describing how things change, such as 'it makes things go funny'. Children learn about the seasons and how features in the environment differ during circle time discussion. Displays around the room show children investigating leaves and making pictures using twigs and sticks. Some useful questioning from staff about the insect topic, engages the older and more able children, with them able to recall with minimal prompts the life cycle of a butterfly. However, staff seldom use the day, date and month chart displayed in the learning area to help children gain awareness of the passing of time through useful daily routines. In addition, children have seldom opportunity to use the computer or programmable toys to develop their knowledge and skills using a range of everyday technology, because these are rarely planned for or made available to the children.

Children enjoy a wide and varied range of innovative creative activities that stimulate their interests and increase their awareness of texture and use of different media. For example,

hanging displays show children using recyclable materials imaginatively, rolling plastic gloves to represent the sea, straws to represent a shark, tissue paper to represent fish and filling gloves with paper to represent an octopus. Children use their imagination successfully in their play, setting up a tea party, discussing roles and pretending they are getting ready by using a drill as a hairdryer. Children engage in imaginative play and introduce a story line based upon their own first hand experiences. For example, children use their shells to represent food in a shop, the 'shop keeper' stating it will cost twenty pounds to purchase one. However, staff do not praise or recognise the significance of the children's autonomous play asking them to return the shells to the table, therefore stopping the children from extending their play further.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as an individual because staff work well with parents to gather useful information about their likes, dislikes, dietary or medical needs to provide appropriate care. Staff demonstrate clear knowledge and awareness of the issues surrounding the care of children with a learning difficulty and/or disability and follow company guidelines appropriately. They share concerns and devise individual programmes to support and encourage children's development and learning.

Children become aware of the wider society and benefit from many activities and resources which help them value diversity, such as taking part in weekly French lessons. They access a broad range of resources and staff ensure there is no gender stereotyping of toys and activities. The planning, photographs and menu plan show children celebrating a number of festivals that reflects the cultural diversity of the children and staff attending the setting and of the local community. Parents become involved in the celebrations and readily share their own experiences. Children's spiritual, moral, social and cultural development is fostered.

Children are confident and self-assured because staff frequently praise and encourage their achievements. The reward chart in the pre-school room proudly shows children's success and good behaviour. Many children demonstrate a good understanding of the rules for acceptable behaviour, however, they have little involvement in setting the boundaries to help them learn to manage their own behaviour. Children receive mixed messages about issues of behaviour because some staff fail to agree on how issues should be dealt with.

The children are beginning to accept the needs of others with support and learn respect for each other because staff are very consistent on encouraging the children to say sorry to their friends when they have been unkind and talk about how it makes them feel. Most children are generally well behaved, however, inconsistencies in the management of children's behaviour in the pre-school room is resulting in some children ignoring staff's direction and instructions. Subsequently, they are running around the room, disrupting the group and disturbing other children's learning because staff are spending time trying to manage the unacceptable behaviour.

Children benefit from the warm, friendly relationships and informal contact between their parents and staff. The parents receive useful information about the setting through the parent prospectus and numerous notice boards. These include various articles, menu plans and examples of planning outside each group room. Displays of children's pictures and the Birth to Three Matters Framework show photographs and nicely written annotations, to inform parents. Parents contribute to the setting through completing the yearly questionnaire and feel confident to approach their child's key worker or the management team with any concerns. Parents praise the staff's commitment and enthusiasm and feel the acting manager is an asset to the setting.

The partnership with parents and carers is satisfactory. Parents have several opportunities to gain useful knowledge about the education provision through a summary of the areas of learning in the parent prospectus and displaying of the weekly planning sheets. In addition, displays with photographs, examples of children's work and descriptions about each area of learning provide a useful insight into what their children do and how they learn. The language and literacy board with number, letter, shape and day of the week, plus weather, seasons and the Jolly phonics board provides additional information. However, parents indicate this is not used routinely or regularly changed meaning they have little awareness of what the children are learning.

Parents value the open day and parent's evenings, where they can meet with heads of units, observe their children's quarterly reviews and talk about their children's progress. However, not all records are up-to-date to show parents an accurate record of their children's attainment. Parents indicate they have little awareness of where their children are at on the stepping stones but state they are generally happy with their children's progress and feel they receive useful daily feedback about their children in general terms.

Organisation

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. Children are making satisfactory progress from their individual starting points and although the six areas of learning are given sufficient emphasis, there are some gaps in the children's learning and issues with behaviour are impacting on the children's experiences and learning. Monitoring of the setting and the education programme is continually being reviewed through parent surveys, management occasionally working alongside staff in the room and regular meetings with the room leaders. Memo notes are regularly sent out to staff to highlight staff's achievements and address any issues.

The acting manager has a good awareness of the settings key strengths, such as the staff, partnership with parents and the community relationships and satisfactory awareness of the areas for development. The staff work well as a team and feel they are well supported by management and that they could speak with the manager at any time. However, shortages of staff are restricting some aspects of the education provision from being able to move forward because cover staff are not knowledgeable of the children's individual learning needs to support them effectively. Contingency arrangements are in place to ensure sufficient numbers of staff are present, employing a member of staff to float and move around the nursery where required. However, on occasions there is insufficient cover to manage staff absences and holidays, resulting in some staffs shortages, which is making deployment of appropriate staff during key times difficult leaving some staff and children vulnerable.

A clear management structure and a strong commitment to recruiting suitable staff with relevant skills and abilities to do the job is supported in the secure and robust recruitment procedures. The rigorous induction programme and three month probationary period supports new staff and ensures they have a suitable knowledge of most policies and procedures. Teddies company have a strong focus on promoting staff's professional development and have successfully achieved the Investors in People Award. They organise many in-house training sessions and provide regular opportunities for staff to increase their qualifications. Training tracking sheets and regular appraisals successfully monitor staffs on-going suitability.

The operational plan is detailed and well organised to enable easy reference to required records and information. This supports the staff and management with the smooth running of the setting. All documentation and regulatory records are in place and most are retained on the premises as required, shared with parents and contain sufficient detail. Children's information is stored securely in alphabetical order in a lockable filing cabinet and all details are reviewed twice a year to ensure contact details of parents and information is correct. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The last inspection recommended the provider, developed the risk assessments, ensured babies were held by carers when being bottle fed and children's dietary requirements and allergies were well known, ensured staff handling food were aware of and complied with environmental health requirements, children had access to an appropriate range of activities and resources that promoted diversity, incidents of physical restraint were recorded, medication records were signed by parents and a sick child policy devised, organisation of resources were improved, attendance records showed accurate times of children's arrival and departure, observations of children's play were used to inform future plans and the key worker system revised to support children's progress.

The provider has made steady progress to ensure records and documentation to safeguard and promote children's health, safety and welfare are in place, contain clearer, sufficient detail and are shared with parents as required. All staff complete food hygiene training to ensure appropriate environmental health requirements are met. Resources that reflect positive images of other cultures have been extended and organisation of play materials in the rooms enable the children to access toys more readily. Improvements regarding observing children's play and learning the key worker system are still on-going to ensure children are effectively supported and their learning monitored.

The last nursery education recommended the provider, reviewed the deployment of staff and key worker system to support children's learning and parent relationships, improved the observation and assessment of children's learning, increased the resources regarding race, gender and disability, provided parents with more information about the Foundation Stage curriculum, provided more opportunities for children to select their resources to design and create and increased children's access to the computer and programmable toys.

The provider has made steady progress in raising children's awareness of diversity, displaying the planning and photos of children for parents that show the different areas of learning and providing low-level storage units to enable children to self-select their resources. Further progress is required to review the deployment of staff, to make better use of observation and assessment to inform future planning and increase children's access to the computer and programmable toys.

Complaints since the last inspection

Since 1st April 2004, Ofsted has received one concern which required the provider or Ofsted to take action in order to meet the National Standards.

In April 2004, a concern was raised under the National Standards 12 - Partnership with parents regarding procedures for working with parents when concerns are raised; National Standards 13 - Child protection regarding staff's knowledge and the procedures followed with a child protection concern and National Standard 14 - Documentation regarding procedures for

recording any concerns and records maintained. Ofsted visited the setting to investigate the complaint and consider the settings policies on child protection and complaints, as well as their procedures for working in partnership with parents. The setting completed a thorough investigation of the child protection concerns, accurately recorded relevant information and sought additional training for staff. An action was raised regarding displaying and up-dating the complaints policy to include contact details of the regulator. No further action was taken and the provider continues to remain qualified for registration. This was not included in the complaints log but has been sent to company head office for archive.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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 the deployment of staff provides sufficient support for children during key times to ensure ratios are well maintained
- ensure the boundaries and rules for safe play are consistent and explanations are clear and well understood by the children to help them learn to keep themselves safe.

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):

- ensure strategies to manage children's behaviour are age appropriate, effective and consistently implemented (also applies to care)
- ensure the resources are age appropriate, in good working order, replaced and regularly re-stocked so that children may access writing materials, paper and equipment to enhance their play and learning (also applies to care)
- improve the observation and assessment systems to ensure they show clearly children's next steps and link closely to the planning
- increase opportunities for children to access everyday technology and give greater emphasis in the planning to improve children's outdoor learning.

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