

Teddies Nurseries Ltd

Inspection report for early years provision

Unique Reference Number	123184
Inspection date	27 March 2008
Inspector	Kelly Eyre
Setting Address	Dunsthill Mill, 21 Riversdale Drive, London, SW18 4UR
Telephone number	020-8870-2009
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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 Nursery, Southfields is run by BUPA Childcare Provision Limited. It opened in 1997 and operates from the ground floor of a converted mill in Southfields, London. A maximum of 50 children may attend the nursery at any one time. It is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children have access to a secure enclosed outdoor play area.

There are currently 76 children aged from three months to under five years on roll. Of these, three children receive funding for early education. The nursery serves children from the local and neighbouring areas. It is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 16 members of staff. Of these, 12 hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and development are consistently promoted because they enjoy a wide range of physical activities. They develop control of their bodies and improve physical skills such as control, balance and co-ordination as they participate in structured activities including music and movement sessions and action rhymes. They enjoy the daily use of the outdoor play area and regular use of local parks, where they access static play equipment, run races, complete obstacle courses, use ride-on toys and play with balls and hoops. Their participation in a range of smaller activities ensures that they are able to develop hand to eye co-ordination and finer physical skills. For example, a small group of children use scissors to cut card, fold this to make envelopes, pretend to write addresses on these and then post them in the role play letter box.

Children's health is promoted because there are good daily hygiene procedures in place which help prevent the spread of infection. For example, staff wear appropriate protective clothing when changing nappies and serving food. This area is further supported because all staff have attended relevant food hygiene training. Children wash their hands before snack and meal times and have covered topic work relating to this. However, their understanding of the relevance of good personal hygiene is not fully promoted because they are not consistently given explanations for this. Children's health in an emergency situation is promoted because five members of staff hold appropriate first aid qualifications and there is a system for the ongoing implementation and renewal of this training. All records and policies are in place to further support children's health. For example, there are thorough procedures for the safe administration of medication and guidance regarding infectious diseases and the exclusion of children who are unwell.

Children's individual requirements with regard to health and diet are clearly documented and there are clear systems in place to ensure that these are observed. Their growth and development are promoted because they are offered healthy and nutritious snacks and meals. These are prepared daily on the premises and are cooked using fresh ingredients. Menus are displayed for parents to see and are adapted according to the season. These demonstrate that children are offered a balanced range of all food types. Older children's independence is promoted as they are supported in serving their own meals and snacks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment where their work is creatively displayed and they are able to access the play resources provided. Their ongoing safety is given a high priority and staff carry out daily safety checks and comprehensive risk assessments of specific activities and of all areas of the setting. This helps to ensure that children are able to move around safely, freely and independently within the setting. The daily implementation of practical policies and procedures ensures that staff are aware of safety practices and are able to promote children's safety in all areas. For example, there are clear procedures regarding emergency evacuation and these are practised regularly to enable children and staff to become familiar with the routines.

Children are gaining a good understanding about keeping themselves and others safe. They are given clear explanations by staff to help them appreciate the relevance of personal safety,

for example, they understand how to play with sand safely. This area is further reinforced because children participate in themed work covering issues such as road safety, for example, using role play resources and scenarios to help reinforce their understanding.

Children use toys and resources that are appropriate for their size and developmental stages. These are checked frequently to ensure that they are clean and safe. Children are able to make independent choices about their play and resources as these are generally accessible in labelled containers. Children's welfare is well promoted because staff have attended additional training and have a thorough understanding of the procedures relating to safeguarding children. They have ensured that they have all relevant details and information to enable them to record, report and follow up any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and secure. They separate well from their parents and carers and eagerly explore the resources and activities. They feel valued and welcome at the setting because staff are very caring and demonstrate that they genuinely enjoy the children's company. For example, they readily join in with children's play and discussions, and pay attention to getting to know each child. This promotes a caring, positive environment where children are able to play confidently and contentedly.

Babies and new children settle well and build secure relationships with staff. This is enhanced by a good settling-in procedure that enables staff to gather appropriate information and parents to become confident in the setting's ability to care for their children. Staff pay attention to making sure that they have details of children's normal routines, keeping to these as much as possible. For example, babies and young children sleep according to their need and in accordance with parents' wishes.

Children's play and learning are extended and their daily experiences of the setting are enhanced by staff who interact well with them. Staff always sit and play at the children's level, encouraging them to explore and initiate their own play but intervening sensitively to extend this. For example, a small group of young children are given plenty of time to explore the sand tray and are then encouraged to pour the sand through containers and to watch it vibrate as they bang the tray with plastic digging tools.

Children's individual development is promoted and they are consistently offered appropriate activities because staff make good use of daily observations and assessments to actively inform activity planning. This area is further supported because each child has their own learning plan, which is reviewed regularly and is used to set realistic targets in line with their developmental needs. Children's development is further promoted because all play areas are well laid out, with a wide range of appealing activities and resources to encourage children to explore and play. Children confidently choose their activities and play and are generally well supported in these by diligent, observant staff. However, the procedures for older children over the lunch period do not consistently enable them to participate meaningfully in the activities and routines at this time.

Nursery Education

The quality of teaching and learning is good. Staff have a thorough knowledge of the Foundation Stage and utilise appropriate teaching methods, ensuring that children are offered opportunities

that enable them to make good progress in all areas of learning. This progress is well balanced because staff carry out frequent assessments. These are used to record children's development, to plan the next steps for each child and to inform the weekly activity planning to ensure that individual needs are met. Children's interest is maintained and their learning opportunities have meaning to them as staff ensure that children's current interests and important events in their lives are reflected in the planning. For example, children explored the topic of 'Myself and My Family' and enjoyed looking at family photographs, drawing pictures of family members and discussing recent additions to their families.

Children have daily opportunities to develop the attitudes and dispositions that enable them to achieve in their future learning. For example, they are gaining a good understanding of right and wrong, thus promoting a positive environment in which to concentrate and learn. Children initiate conversations and are confident to speak in a group, for example, describing recent events and holidays. They show a keen interest in books and their understanding and appreciation of these is extended through the thoughtful planning of relevant activities. An example of this is the regular use of the local library, where children are encouraged to choose books independently and to sit quietly to read. Children enjoy many opportunities to make marks and write and are beginning to understand that writing can be used as a means of communication. For example, children make envelopes and pretend to address these before posting them.

Children are beginning to see connections and relationships in numbers. They enjoy counting as part of their daily play and also participate in activities such as games and printing, which encourage number recognition. They frequently incorporate positional language and basic mathematical language into their daily play, for example, describing and comparing the sizes of shapes they are cutting. Children are beginning to make sense of the world around them as they are offered opportunities to investigate and explore. Examples of this include growing seeds, experimenting with ice and colour-mixing, and exploring a variety of textures. Children are gaining some understanding of the use of information and communication technology equipment, for example, they are able to access a computer. However, their understanding of this area is not fully promoted as they do not have consistent opportunities to access a variety of equipment as part of their daily play.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills. They have regular structured music and movement sessions and also enjoy participating in action rhymes. They have daily access to the outdoor play area, where they engage in activities such as balancing on the balance bars, using ride-on toys and climbing. Regular music sessions promote children's enjoyment of music and offer them opportunities to explore this and learn how sounds and rhythms can be changed. They have daily opportunities to explore a wide range of colours, textures and shapes through activities such as water play, constructing dens in the garden, creating collages and mixing colours.

Helping children make a positive contribution

The provision is good.

Children are respected and their individuality is valued, enabling them to develop a positive self-image. This is further promoted because staff consistently offer children appropriate praise and encouragement, thereby promoting their confidence and self-esteem. Children are encouraged to express their views and to respect the views of others. For example, during group time, they take turns to talk about events which are important to them and are encouraged to listen carefully to what other group members are saying.

Children who have learning difficulties and/or disabilities have their individual requirements recognised and consistently met. Staff have experience in this area and work sensitively with children and parents. They also ensure that they liaise with other professionals to make sure that consistent and appropriate care is offered. Children's individual plans are used practically to set realistic targets. These are reviewed regularly, helping to ensure the balanced promotion of children's development.

Children's spiritual, moral, social and cultural development is fostered. Their understanding of other cultures and ways of life is promoted through themed activities and daily access to a wide range of resources which promote positive images and provide information. The involvement of parents in sharing their knowledge of their own and other cultures helps bring these activities to life and give meaning to them. Children are gaining a good awareness of their community through the use of local facilities such as the library, shops and park. Children's behaviour is good and they are gaining a clear understanding of right and wrong. They show care and concern for each other and willingly help with tasks such as tidying up between activities and clearing away after lunch. Staff act as good role models and offer children explanations so that they can begin to understand the implications of their behaviour and take responsibility for this.

The partnership with parents and carers is good. Parents are given booklets about the setting, containing detailed information about the policies and procedures, ensuring that they have a good understanding of daily practice and routines. Good use is made of monthly newsletters and notice boards around the setting to ensure that parents receive information about current activities and events. Colourful displays and an information evening provide parents with clear information about the Foundation Stage, enabling them to understand this and be involved in their child's learning. Parents are kept well informed of their children's progress and activities through daily discussions with staff, regular parents' evenings, written reports, newsletters and the use of daily diaries for younger children.

Organisation

The organisation is good.

Overall, children's needs are met. Their daily care and play opportunities are enhanced by the thoughtful organisation of space within the nursery. Designated base rooms for each age group mean that children are offered appropriate resources and are able to move safely and independently between activities. The careful organisation of each base room means that children can be offered a range of opportunities and their varying individual needs can be consistently met, for example, there is space for messy play, construction, role play and for sleeping. Children's individual routines are consistently accommodated because the overall routine of the setting is flexible. For example, babies and young children are able to sleep according to their need and then return to their group to re-join the play and planned activities.

Children's ongoing safety and welfare are promoted because there are robust procedures in place for checking that all staff are suitable to work with children. The comprehensive staff induction programme ensures that the nursery's policies and procedures are understood by all staff and they are able to implement these as part of their daily practice. This is further supported by performance appraisals, regular staff supervision and the daily monitoring of all areas of the setting. All paperwork and records are in place and are very well organised to ensure that children's needs are clearly documented and staff are able to work appropriately at all times to promote their ongoing safety and development.

Leadership and management is good. Children's learning and development are enhanced and their welfare promoted because the manager has a thorough understanding of her roles and responsibilities. Continuous monitoring of the setting and regular reviews help to ensure that staff are always appropriately supported in their work and are able to access relevant training. The manager acts as a good role model, demonstrating a genuine enthusiasm for her work and a commitment to continuously reviewing and improving the practice of the setting and the outcomes for children. This promotes a positive environment where staff feel valued and children are secure and confident in their play and learning.

Improvements since the last inspection

At their last inspection, the setting was asked to implement a confidential recording system and develop staff's knowledge and understanding of child protection issues. A recording system is now in place and staff have attended additional training. This is also part of the staff induction procedure and mandatory staff training. These measures therefore promote children's welfare and safety. The setting was also asked to keep details of checks completed for extra curricula staff, to include visiting children on the room register, to update the complaints procedure and ensure that policies and procedures are made available to parents. All staff records are now in place and are updated regularly. Visiting children are recorded on appropriate room registers. The complaints procedure has been updated and contains relevant contact information. Parents are given copies of policies and procedures as part of their introduction to the setting. The implementation of these measures further promotes children's daily safety and welfare.

The setting was also asked to ensure that the refurbished kitchen meets environmental services requirements. Relevant improvements have now been completed and the kitchen area has achieved high standards in the recent inspections by the Environmental Health Department, therefore promoting children's daily health.

At their last inspection of funded early education, the setting was asked to ensure that all staff have a clear knowledge and understanding of the early learning goals. Staff have attended further training, activity planning has been reviewed and improved methods are now used which state all relevant details. The setting was also asked to ensure that future learning objectives for individual children are identified, shared with parents and linked to activities and planning. Each child now has an individual learning plan and these are shared with parents. These actions ensure that children's individual learning and development are consistently promoted.

The setting was asked to improve the opportunities for children's learning in mathematical and creative development and in knowledge and understanding of the world. Improved planning methods ensure that all areas are covered and that children are offered a balanced range of activities to promote their learning in all areas. Staff were asked to ensure that all children are offered clear explanations regarding behaviour. Staff have attended additional training and behaviour management is also part of the staff induction process and mandatory staff training, thus ensuring that behaviour is handled appropriately and consistently throughout the setting.

Complaints since the last inspection

Since the last inspection 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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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 further opportunities to promote children's understanding of the relevance of daily hygiene practices
- review procedures for older children at lunchtime to ensure that they are able to participate meaningfully in the activities and routines.

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):

- continue to develop opportunities for children to use information and communication technology equipment.

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