

Teddies Nurseries - Esher

Inspection report for early years provision

Unique reference number 122449
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Inspector Joanna Scott

Setting address 5 Wolsey Road, Esher, Surrey, KT10 8NT

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Teddies Nurseries (Esher) opened in 2000, and is part of a national chain owned by BUPA Childcare Provision Limited. It operates from a converted chapel located in a residential area of Esher. Children have access to a secure outside play area. The setting serves the surrounding area.

There are currently 80 children from three months to five years on roll. This includes 18 children in receipt of nursery education funding. Children attend for a variety of sessions. There are appropriate procedures in place which support children with learning difficulties and/or disabilities, or who have English as an additional language. The nursery is on one level, which allows good access.

The nursery opens five days a week, fifty one weeks a year excluding bank holidays. They operate from 08:00 until 18:00.

There are 14 full and part-time staff working with the children. Of these, eight hold a level 3 qualification, four a level 2 qualification, and two are unqualified. The setting receives support from the Early Education Childcare Officer.

Overall effectiveness of the early years provision

Staff greet families warmly, and children separate from their parents and carers quickly in this happy setting. Systems are generally good to ensure that the environment is safe and secure, although risk assessment procedures are not fully effective to ensure that all hazardous materials are inaccessible to children. Most staff demonstrate that they know the children very well, and this promotes progress in each child's learning and development, and inclusion. However, written planning and recording of children's achievements lack detail, which means that any staff who are not involved in the planning meetings do not always fully understand how to run activities so that children gain the most from each experience. Generally managers implement effective self evaluation processes to ensure that the provision is reflective and works to continually improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve daily risk assessment procedures to ensure that children cannot access hazardous chemicals in the utility room
- improve the detail in the planning so that all staff clearly understand the learning objectives and plan and prepare activities effectively to ensure the best use of individual learning opportunities
- ensure that any systems used to track children's progress are accurately maintained in order to plan effectively for individual next steps in learning
- improve systems to monitor documentation used to record children's progress

The leadership and management of the early years provision

The manager and deputy work well together to ensure that the day to day operation runs smoothly. They are supported by a regional manager who spends time in the nursery on a regular basis. There are systems in place to ensure that operation is observed and evaluated, with a view to continuous improvement, which is generally effective. Staff and parents are encouraged to take an active role in this. Risk assessments are documented, however they do not include all areas, for example any unauthorised access to the utility room following a lock being broken. Children are safeguarded, as there are robust systems for recruitment, vetting and induction to ensure that staff are appropriate. Staff training needs are identified, and all staff are encouraged to attend training to develop their skills and knowledge. The relationship between the setting and parents and carers is very good, and parental feedback indicates that they are happy with the nursery and the service provided. Information about children's starting points is actively sought on admission, and there is a very well established settling in program which helps children feel secure and part of the setting. Staff and parents work together and verbal and written information is shared so that the children receive consistency of care, and make good progress in their learning and development. Staff work closely with other carers to ensure that children's specific individual needs are met.

The quality and standards of the early years provision

The children are happy and enjoy their time at nursery. They benefit from a mix of adult led and child initiated play. Many toys and resources are set out or stored at low level so that children can independently access things for themselves. The new pre-school room leader has identified how she will organise the environment so it is more attractive to the children, in order for them to gain maximum benefit from the resources provided. Staff effectively organise the enclosed outside areas to ensure that children use them as a learning environment, and include all areas of learning. Staff demonstrate an awareness of the Early Years Foundation Stage, and make regular observations of children as they play and learn. They use these and their knowledge of the children at the planning meetings, so that next steps are identified and they make good progress. Generally, staff demonstrate they know the children very well. The weekly planning lacks detail which means it can be difficult for staff who do not regularly work in the rooms to prepare activities effectively, and enable children to get the most out of their experiences. Observations are not always effectively used to keep children's achievement records updated, to accurately identify their level of development.

Children's safety is promoted well as there are good security systems in place. Staff implement a consistent routine which helps children to feel secure and understand the progression of time. They are attentive and support the children well as they play and learn. The nursery has robust systems in place to ensure sleeping babies are monitored. Children behave very well. Staff ensure that children have plenty of opportunity to be actively occupied, and encourage them to share and take turns. Children are confident, and enjoy taking an active role in circle time. Children have

many opportunities to develop independence and their self care skills. For example they butter bread, brush their teeth, and get their own cups to drink. Children enjoy well cooked nutritious meals. The nursery employs an on site cook, and menus are prepared centrally to ensure that a healthy diet is promoted. Good systems are in place to ensure that where allergies and preferences have been identified, only meals which are suitable are served to the children.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or 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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