

Teddies Nurseries

Inspection report for early years provision

Unique reference number EY266600
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Inspector Helen Deegan

Setting address St Matthews Church, Spencer Road, Wimbledon, London, SW20 0QN
Telephone number 020 8947 2398
Email perryjoa@bupa.com
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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Teddies Nurseries, Raynes Park is part of the Teddies Nurseries chain. This nursery opened in 2004 and operates from the ground floor of St Matthews Church Hall in Raynes Park. There are no issues with regard to accessibility. A maximum of 62 children may attend the nursery at any one time. The nursery core hours are each weekday from 08:00 to 18:00 for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of Childcare Register.

There are currently 91 children aged from three months to under five years on roll. Children come from the local community. The nursery supports children with learning difficulties and/or disabilities.

The nursery employs 21 members of staff: 15 of the staff, including the manager, hold an appropriate early years qualification; 13 members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

Overall effectiveness of the early years provision

Robust systems are in place for the recruitment and vetting of staff and staff: child ratio's are easily met at the setting. Rooms are organised so that children can access activities independently and staff join in with the children at their play. Weaknesses within the system for observation, assessment and planning result in some children's individual learning needs not being well supported. Poor organisation at mealtimes leads to some children sitting for inappropriately long periods. Children learn about diversity from the resources and activities provided, however, records are not always kept relating to children who are identified as having additional needs.

What steps need to be taken to improve provision further?

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

- develop monitoring and evaluation of staff's skills in asking open questions which support and extend children's thinking.

To fully meet the specific requirements of the EYFS, the registered person must:

- use the information gained from observing children's development to identify learning priorities and plan relevant, motivating experiences for each child
(Assessment arrangements) 06/01/2009
- develop organisation of daily routines to ensure that every child receives an enjoyable and challenging 06/01/2009

- learning and development experience that is tailored to meet their individual needs (Organisation)
- ensure that an effective policy for supporting children with learning difficulties and disabilities is implemented (Safeguarding and promoting children's welfare)

06/01/2009

The leadership and management of the early years provision

Managers evaluate their provision and have identified some areas for improvement. However, monitoring has not identified some key weaknesses. Furthermore a recommendation made at the last inspection has not been fully addressed. Staff record observations of the children's achievements although this is not always done regularly. Therefore, the information does not provide a clear picture of children's development. The information gained from observation is not used to inform planning. As a result next steps in children's learning are not identified and sufficient challenge is not always provided. A key person system is in place and parents are invited to attend with their children for settling in visits.

A thorough recruitment and vetting procedure is in place. Staff: child ratio's are easily met and a sufficient number of staff are qualified. Staff have appraisals and are supported to attend further training to update and improve their knowledge where possible.

Parents receive information about the setting via newsletters, notice boards, written daily feedback and parents evenings. They are not invited to contribute to their child's development record. Therefore, information to support children's ongoing development is not obtained.

Children's safety is protected because staff have a clear understanding of their roles and responsibilities with regard to child protection. In addition, an appropriate safeguarding policy is in place. Several staff have first aid training and appropriate procedures are in place for recording accidents, incidents and medication. Risk assessments are completed and a safe environment is maintained. Children have regular access to the outdoor area which provides opportunities for climbing, balancing and riding trikes.

Children's health is supported by the nutritious meals that are provided, however, menus do not always accurately reflect what is offered. For example, the menu stated that stewed apples and custard would be provided for dessert but the children were given chunks of raw apple and custard with the size of the apple pieces presenting a choking hazard. Staff did not cut the pieces smaller to minimise this risk.

Staff are calm and friendly towards the children. They understand the appropriate strategies to employ in order to manage children's behaviour in line with the settings policy. However, poor organisation during the time immediately before

and after mealtimes results in some children sitting for long periods and losing interest. As a result children's behaviour sometimes deteriorates.

Children gain positive messages about diversity as they celebrate different festivals and play with a range of resources which reflect different race, culture, language and ability. The Special Educational Needs Coordinator (SENCO) has attended relevant training and is familiar with the requirements of her role. However, when children are identified as having additional needs, no records are kept of the enquiries made and decisions reached as to how best to support the child.

The quality and standards of the early years provision

Staff provide play activities which help promote all areas of children's learning and development. Staff observe the children, but do not always do this on a regular enough basis to provide a clear picture of their progress within the setting. In addition information gained from observations is not used to plan activities which support each child's individual learning needs. Most rooms are equipped with a good range of activities which are stored accessibly so that children can choose independently. Children's art work is valued and displayed on the walls which creates a welcoming environment.

Children enjoy stories and rhymes particularly when staff use props such as cut out monkeys and a crocodile puppet to act out '5 little monkeys'. Children laugh as the crocodile snaps up the monkeys. Children enjoy looking at books and handle them appropriately. Staff sit with the children at the activities and offer help and support, however, most staff are not skilled in asking open ended questions which encourage children to think.

Children learn about the world in which we live as they observe nature in the outdoor area and go on outings. Displays of recent festivals and events such as Halloween and the snow have been created using the children's art work. Children have regular opportunities to be creative and imaginative with activities such as play dough, colouring and dressing up. Babies enjoy painting and sticking at low level tables wearing protective aprons. Children develop an awareness of Information Technology as they play with things such as telephones and tills in the role play area.

Staff complete risk assessments and maintain a safe environment within the setting. Children receive healthy and nutritious meals and snacks, although food is sometimes given to the younger children in large chunks which they struggle to manage.

Parents are well informed about the setting but are not included in any aspects of assessing their child's development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met