

Teddies Nurseries Ltd

Inspection report for early years provision

Unique reference number	116191
Inspection date	01/10/2008
Inspector	Deborah Jane Orchard / Katie Dempster
Setting address	Old School Building, The Ham, Brentford, Middlesex, TW8 8HF
Telephone number	020 8847 3799
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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).

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 Nursery, Brentford is one of a chain of nurseries managed by Teddies Nurseries Limited and owned by BUPA. It opened in 1997 and operates from renovated premises located close to Brentford High Street in the London Borough of Hounslow. The premises are close to public transport systems and local amenities. The Nursery serves the local and wider community. The premises is a two storey building, with the ground floor accessible to all.

The nursery is open each weekday from 08:00 to 18:00 all year round; however care may be provided between the hours of 07:30 and 19:00 by prior arrangement. It is registered to care for 72 children in the early years age group; of these, no more than 31 children may be under two years. There are currently 89 children on roll, who attend for a variety of sessions, all of whom are on the Early Years Register. The setting is also registered to provide care on the childcare and voluntary registers. The Nursery has sole use of the premises and operates three group rooms, baby care, little learners and learning centre. Children have access to a secure outdoor area with separate self-contained area for the babies.

The nursery employs 18 full time staff, of whom 15, including the manager, hold relevant Early Years qualifications. The setting receives support from the Early Years advisory services.

Overall effectiveness of the early years provision

Children can play freely with a range of resources and participate in a variety of interesting activities. Although the key worker system, liaison with parents and the operational plan ensure each child's welfare needs are being met, the setting is less effective in identifying children's individual learning requirements. There are gaps in inclusive practice, as some staff are not fully aware of children's individual stages of development. The manager is enthusiastic in implementing changes in her new role and demonstrates that she is beginning to gain an understanding of the setting's strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- ensure sensitive observations are used consistently in planning to meet children's individual needs
- plan and provide experiences for older children to meet their individual needs
- review quality of overall provision to ensure inclusive practice
- support staff in developing their skills in communicating with children

The leadership and management of the early years provision

Effective policies and procedures are in place to help ensure children are being protected. The setting employs suitably qualified and vetted staff who participate in a clear induction process and have regular training opportunities. The staff receive motivational incentives, which include recognition awards and the ability to take key roles in particular areas of work. Staff are deployed effectively to ensure children's safety; however, there are some areas where staff are less clear on how to plan for and communicate with children as individuals, placing more emphasis on following routines.

Regular risk assessments are carried out, which helps identify and eliminate any potential risks to children. The manager has not yet fully established the systems for monitoring the quality of teaching and supporting staff in their role, which reflects in some inconsistencies in practice across the setting. The manager is involving the team at meetings, as they begin to evaluate the effectiveness of the provision, and has a vision of how the service can be strengthened to improve outcomes for children. The setting demonstrates some capacity to improve as since the last inspection they have increased the range of resources to ensure these positively reflect diversity.

Although most staff are showing respect and equal regard for children in their care, there are times, during activities, when not all children are included. For example, some children are not fully engaged in a colouring activity as staff do not provide sufficient space for all the children to sit; furthermore, they do not prepare sufficiently as some children are left to use blunt pencils. Parents are happy with the care their children receive. The nursery operates an open door policy allowing parents to chat freely with their key worker. They also have opportunities to meet formally at parents' evening to discuss children's progress and the educational programme, although the quality of this information varies across the setting. Some parents and carers, in particular those of the younger children, are provided with good quality information about the early years provision. The setting works in partnership with external agencies, in particular regarding children with additional needs.

The quality and standards of the early years provision

The staff provide a welcoming and child focused environment for children to play, they are able to access suitable toys and resources with ease as these are stored accessibly and clearly labelled. Children receive a balance of free play and focused activities. The equipment and resources are kept clean and safe, most are well maintained. However, some ripped books on display make this area less enticing for children. Staff actively participate in activities but at times miss opportunities to extend children's learning through effective preparation and communication. For example, during corn flour activity the staff do not always extend children's creative thinking and vocabulary by incorporating discussions on elements such as colour, texture and consistency.

Most staff have knowledge of the Early Years Foundation Stage (EYFS) learning and development requirements; however, they do not consistently put this into practice, to take account of the uniqueness of each child. A key worker is responsible for

overseeing each child's individual requirements. All staff make observations of children and use these to help to establish the next steps in children's learning. However, some stepping stones are being missed or not recorded and planning in some areas does not clearly demonstrate the links between a child's ability and planning.

Babies are developing their large muscle movements and hand and eye coordination as they cruise and crawl to reach toys, they are developing their creativity and explore their senses as they participate in painting and messy activities. The warm and supportive staff are aware of their individual needs and development stages and incorporate these successfully into their planning.

Children receive healthy and nutritious meals, which are freshly cooked on the premises. There are effective systems throughout the nursery to ensure children's individual dietary requirements are recognised and fully met. For example, individual place mats, displaying children's photographs and their dietary requirements, are in use. The cook is skilled in presenting food attractively, taking steps to ensure children with specific dietary requirements are provided with foods which are presented similarly to the meals for the remaining children. Children have good opportunities to understand how their bodies work as they talk about strengthening muscles as they participate in a karate session. There are good opportunities for physical play as children enjoy music and movement and regular outdoor play.

Children learn about keeping safe as they participate in fire drill procedures, younger children enjoy sitting in the evacuation cot for this exercise. Children are gently reminded to move around in a organised manner to avoid any accidents. Children are sociable and are developing an awareness of the needs of others as they offer each other pencils and are able to say sorry before adult prompting.

Adults provide opportunity for children to gain an understanding of the wider community as they help children develop an understanding of the environment. They support children in recycling in the outdoor recycle station, making trips to the local recycle centre to explore this further. They have access to a range of resources which positively reflect diversity in the community and children share their stories regarding their siblings and beliefs. Younger children learn about technology as they play with interactive toys; however, older children have only limited access to information and communication technology (ICT).

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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 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

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 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.