

# Teddies Nurseries Limited

Inspection report for early years provision

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<b>Unique reference number</b>	127476
<b>Inspection date</b>	12/08/2009
<b>Inspector</b>	Jane Wakelen
<b>Setting address</b>	North Lodge, Queens Road, Maidstone, Kent, ME16 0JN
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<b>Type of setting</b>	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 (Maidstone) is one of a chain of nurseries owned by Bright Horizons. It opened in 2000 and operates from a large house in Maidstone, Kent. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area on the outskirts of Maidstone. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 54 children may attend the nursery at any one time. There are currently 83 children aged from birth to under five years on roll, some in part-time places. The nursery can support children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 14 members of staff, 13 of whom hold appropriate early years qualifications to at least NVQ level 2.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from a caring environment where they are able to access resources and make choices about activities, with the support of qualified staff. The partnership with parents is promoted to ensure parents are fully involved with sharing information and working with the key person to meet the needs of each individual child. The managerial staff are pro-active in their self-evaluation and monitoring of the provision to identify the strengths and areas to improve to promote good outcomes for children.

## What steps need to be taken to improve provision further?

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

- ensure the risk assessments identify aspects of the environment that need to be checked on a regular basis and cover anything with which a child may come into contact with
- ensure the outdoor environment offers children freedom to explore, use their senses and be physically active using a good range of resources
- continue to develop the observation and assessment process to accurately identify learning which has taken place, to plan children's next steps in their development, to extend and challenge their learning

## The leadership and management of the early years provision

The managerial staff are motivated and confident individuals who are committed to providing a quality service for the parents and children. A new company has recently taken over the chain of Teddies nurseries and therefore changes are

beginning to be implemented. For example, a refurbishment is due to take place, changes to the assessment and planning procedure are being implemented, as well as changes to some of the paperwork to promote outcomes for children.

The manager of the setting has identified several areas that need to be improved through regular monitoring and evaluating of each room and through parental questionnaires and a suggestion box from parents. The information has been recorded on the self-evaluation form and processes put in place to address the weaknesses, for example, the garden needs renovating to improve opportunities for children and plans are in place to access funding. Additional areas that are being addressed are snack times, equipment and resources in all rooms and the risk assessments. All staff are encouraged to attend the monthly staff meetings to work together to make improvements and identify how changes can be implemented and systems put in place to make the provision more effective.

The majority of staff are qualified and encouraged to attend further training to update their skills and knowledge, thus promoting children's learning opportunities. All staff have yearly appraisals and regular one to one meetings to support their personal development and ensure they are able to fully contribute to the nursery's policies and procedures, whilst promoting children's well-being and welfare needs.

The partnership with parents is good. Parents are fully included in the care of their child and work with the key person to ensure all information is shared to meet the child's individual needs. Parents complete a registration pack, which includes full details about the child's routine, family circumstances, and relevant contact details. Allergies and dietary needs are recorded with additional information being obtained regarding the allergies to ensure staff are fully aware of any signs and symptoms. Parents have regular access to their child's assessment records and have formal opportunities to meet with their child's keyworker to discuss their child's progress and any concerns. Social events throughout the year support the good relationship between the parents and staff, for example, the family barbecue and sports day.

Children are well protected within the nursery because all staff have attended safeguarding training and are aware of the procedure to follow if they have any concerns about children in their care. Visitors to the setting are recorded and let into the premises by staff, thus protecting children from un-vetted individuals.

## **The quality and standards of the early years provision**

Children play in rooms according to their age and stage of development. They are able to access the toys and resources in their room from low level storage and benefit from additional resources, accessed from different rooms within the nursery. They make choices about what they would like to play with and are confident to approach staff to request alternative activities or resources. Staff make regular observations on each child in their key group and record these on pre-printed sheets. These observations are then evaluated and the next step in the child's learning is identified. However, staff do not always evaluate the observation effectively to identify the learning that has taken place and therefore the next steps do not extend or challenge children's development. A new system of

observation, assessment and planning has been introduced and so far no system is in place to ensure all six areas of learning are being observed and monitored.

Children follow good hygiene routines such as washing their hands before eating and after using the toilet to help prevent cross infection. They learn about why this is important, including taking care when they sneeze to use a tissue and wash their hands. Meal times are social occasions with staff sitting with the children, whilst children serve up their own meals from containers on the table and pour their drinks. This helps support children's choices and develops their independent skills. They have daily opportunities to use the garden, playing with a variety of large play equipment, although staff fail to be creative to extend opportunities for children to be able to explore and use their senses in different ways to indoors. Children learn about keeping safe as they are reminded about holding onto the handrail on the stairs and not running indoors. They all wear sunhats and have suncream applied when using the garden in the sun and understand why this is important. Written risk assessments are in place, but do not identify daily hazards or provide check lists to ensure the premises remains safe for children at all times.

Children have some opportunities to celebrate festivals and look at different cultures and religions through adult-led activities. They access limited resources that represent positive role models for disability and different cultures, therefore not fully supporting children's understanding about each others differences. Children with English as an additional language are supported through good partnership with parents and access to familiar words in the child's home language to support the settling in process. Children have opportunities to learn about the community they live in through visitors to the nursery, such as the ambulance service, local schools and by visiting the local residential home for the elderly.

Children enjoy accessing programmes on the computer and are able to develop their mouse skills as they support their numeracy and literacy skills using the different programmes. Staff encourage children to count in practical situations and identify colours, shapes and some familiar words and letters, giving praise when children attempt to write their name on their pictures. All these skills contributing to their future economic well-being.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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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