

Teddies Nursery

Inspection report for early years provision

Unique reference number	EY304350
Inspection date	18/03/2009
Inspector	Gillian Cubitt
Setting address	48 Chipstead Valley Road, Coulsdon, Surrey, CR5 2RA
Telephone number	0208 763 9496
Email	
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Teddies Nursery is one of a chain of nurseries owned by the British United Provident Association (BUPA). It opened in 2005 and operates from a Victorian school building located in Coulsdon, Surrey. Access to the premises is via a car park from the main high road in Coulsdon Centre. Children who attend come from local areas and parents are able to drop children off early to access the nearby direct transport links to London. The nursery is registered on the Early Years Register. A maximum of 84 children may attend the nursery at any one time. Hours of operation are from 08.00 until 18.00 and there is facility to drop off from 07.30 and late collection until 19.00 by prior arrangement.

The nursery offers morning sessions from 08.00 to 13.30 and afternoon sessions from 13.30 to 18.00. The nursery is open all year round excluding bank holidays and a week at Christmas.

There are currently 102 children aged from three months to under five years on roll. The children are cared for in three groups according to their age and stage of development; each group has its own designated unit and permanent members of staff. There are two outdoor play areas, one of which is specifically for babies and young toddlers and the other for the older children.

The nursery employs 20 permanent staff. Of these, 13 staff hold relevant childcare qualifications, 10 with National Vocational Qualifications (NVQ) in Childcare at level 3. There are two members of staff with NVQ at level 2 and the manager has an NVQ at level 4. Six members of staff are working towards an NVQ level 2 or 3 qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Practitioners support children's learning by using the guidance for the Early Years Foundation Stage (EYFS). They work together well with parents and outside agencies to continually improve their methods of delivery to benefit the children. The individual needs of children are appropriately catered for in an organised inclusive environment where the views of parents are welcomed and actively encouraged. The provider's continuous evaluation of their provision means that there are good systems to enable them to respond effectively to the needs of all its users.

What steps need to be taken to improve provision further?

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

- review the safeguarding policy to ensure that staff have a complete understanding of the procedure in the event an accusation is made against them

- develop children's starting points in their learning by seeking information from parents about what children can do and know at the time they join the nursery

The leadership and management of the early years provision

The strong support of the managing team and close communication with practitioners help to develop a good working environment where they feel motivated because their views are heard. Managers evaluate the effectiveness of the provision by listening to practitioners and seeking views from parents. Thorough recruitment and induction procedures ensure that all adults are suitable to care for children. Most practitioners are qualified and there are systems in place to enable those who are unqualified to pursue an appropriate level of study. This strengthens their effectiveness in helping children to develop and learn. On going in-house training also provides opportunities for practitioners to increase and develop consistency in their understanding and operation. This is further supported by a comprehensive pack of policies and procedures which generally support practice. For example, practitioners carry out regular risk assessments of their environment and planned activities to ensure children's safety but not all staff fully understand the current safeguarding policy.

There is a good communication with parents. They are made to feel welcome and receive plenty of information from the notices in the entrance hall and outside children's rooms. Practitioners offer flexible care to meet the needs of parents, such as arriving early or collecting late for parents who commute to London. Parents are aware of the early learning goals and there are systems in place to keep them updated of their children's progress. However, key information is not sought from parents on children's abilities at the time of joining to enable staff to establish a base starting point for planning activities for children's individual needs.

The quality and standards of the early years provision

Children's curiosity and desire to learn are supported well. Children's and baby playrooms are well resourced and organised to give them good opportunities to develop their independence by making their own decisions on their choice of activities. This approach aids children's behaviour as they become more aware of the needs of others as they learn to communicate their wishes and share toys. Babies explore their surroundings crawling on soft carpets with an assortment of toys of different sizes, colours and textures. Practitioners sit with babies observing and interacting constantly as they pick up objects and feel different surfaces and weight by touching and mouthing in their investigation. Babies who are distressed receive cuddles and attention to help soothe them. All children benefit as they are surrounded by a colourful environment where their work is displayed and they identify themselves and their friends in photographs that are at low level on the walls or in specially made laminated folders. Recent reorganisation of the playrooms for the older children means that they have more freedom to discover their preferred methods of learning through play. Children have a large creative messy area where they create works of art by painting and sticking. They

experience role play in a positive way by choosing outfits and identify with the role such as 'Mr. Incredible' as well as enjoying inventing their own outfits with coloured textured materials. Children experience the delights of outdoor play frequently where they use a good variety of apparatus to build their physical confidence, climbing on the 'Ahoy Teddies' play boat, using slides, bikes and cars. Older children also have a small area to plant and tend to young flowers. Children's understanding of the written word and stories develops early. Babies are encouraged to turn pages of hard-backed books whilst older children enjoy sitting with a member of staff to read whilst some take themselves to a quiet corner and contentedly look at the pictures. Children see letters and numbers around the rooms and are encouraged to relate to these through different mediums such as when playing with sand or corn flour. Children's learning is supported because practitioners understand the importance of developing their skills of observation. They are beginning to do this well and use these observations to identify each child's next steps in their learning. This knowledge is then used in the planned weekly activities. Records of children's progress begin as soon as children start although base points are not clearly established and there is a lack of continuity when babies move to the 'Little Learner's' room.

Children's safety and health is fully supported. Children play in a very safe environment where they feel secure. Daily cleaners ensure all rooms are cleaned each day and practitioners consistently maintain high standards. Rigorous attention to the cleaning of toys and sterilisation of babies' bottles ensures that cross infection is minimised. Older children learn personal hygiene skills as these are gently reinforced by staff throughout the day especially when they observe children going to the toilet. Mealtimes are a social experience where children and staff sit together. Dietary needs are carefully observed and most children clear their plates, enjoying the freshly cooked well balanced daily meals which contribute to their good health. Practitioners note any food children do not eat so parents are informed at the time of collection.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.