

Teddington Day Nursery

Inspection report for early years provision

Unique reference number EY288734
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Inspector Deborah Jacqueline Newbury

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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 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

Teddington Day Nursery is one of 110 settings run by Asquith Nurseries Ltd. It opened in 1990 and was re-registered in 2004. The nursery operates from a Victorian building in a residential area of Teddington in Middlesex. It is located close to railway and bus links, shops and parks. Children are accommodated in age related rooms on two floors and all share access to secure enclosed outdoor play areas.

The nursery is registered on both parts of the Childcare Register. A maximum of 97 children in the early years group may attend at any one time, of whom not more than 48 may be under two at any one time. The nursery accepts children from three months and there are currently 164 children on roll, whose ages range from seven months to five years; of these, 42 receive funding for nursery education. The nursery welcomes children with learning difficulties and/or disabilities and those with English as an additional language.

The nursery is open each week-day from 07:30 to 18:00 for 51 weeks of the year. Children attend for a variety of full or part-time sessions.

The nursery employs 38 members of staff who work with the children, of whom 20 hold appropriate early years qualifications. A further nine members of staff are working towards a relevant qualification. One member of staff is finishing the Early Years Professional Status (EYPS) and another is studying the Foundation Degree. The nursery also has a cook, kitchen assistant, business manager and care manager.

The setting receives support from the local authority early years and childcare development partnership, the area special needs co-ordinator and Asquith Nurseries support office.

On occasions, staff take children out and about in the local community.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Teddington Day Nursery offers a nurturing environment where children are well cared for and make good progress in their learning and development. They are looked after by an enthusiastic and caring management and staff team who are keen to ensure all children feel secure and are valued as individuals. The nursery is committed to ongoing improvement to enhance its existing provision and 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 all risk assessments are reviewed regularly
- improve children's access to information and communication technology and programmable toys
- develop further the promotion of inclusive practice by displaying words in the home languages used by children in the setting.

The leadership and management of the early years provision

There have been some staff changes at this nursery over the past year but the current team presents as a cohesive, settled group who work together harmoniously. All practitioners are aware of their roles and responsibilities and staff deployment and general organisation is good. Hence, the nursery day flows smoothly, which adds to children's sense of security. All children are supported by a key person with a back-up key person. This means that the individual needs of children are always under consideration. The nursery manager speaks highly of her staff, and they, in turn, feel well supported by management. Robust systems are in place in respect of recruitment, vetting, induction and appraisal to ensure all staff are suitable to work with children. The importance of ongoing training is recognised, both from the perspective of individual professional development and as a way of improving practice and individuals take advantage of this, wherever possible. Written policies and procedures cover all aspects of the provision and contribute to the efficient management of the setting. All documentation required for registration is in place although some risk assessments have not been reviewed for some time. Children are safeguarded because staff have an understanding of child protection issues and the action they should take if they have any concerns. Most senior staff have attended relevant safeguarding training and the importance of cascading this to all other staff has been identified. The nursery regards use of self-evaluation as an ongoing process to monitor existing good practice and identify areas for development.

There are good procedures to ensure parents are well informed about the nursery and how their children are progressing. The company publishes detailed corporate information about its nurseries and seeks the views of parents by issuing questionnaires. This is supplemented by the range of additional information provided by the nursery itself. Noticeboards are used to good effect with information about what children are doing, newsletters are issued regularly and the nursery organises open days and biannual parents' evenings. Parents are not hurried away when dropping off or collecting their children, which helps to promote strong partnerships and a sense of working together to support children. This, in turn, contributes to children's sense of security and belonging. Parents spoken with at the time of inspection indicated that they are very pleased with the nursery and find staff approachable. They feel well informed about their children's learning and development and have confidence that any issues they raise will be taken seriously and acted upon promptly. Several commented on their children's happiness and the fact that they are eager to go to nursery.

The quality and standards of the early years provision

Children are very happy and have fun. There is a friendly atmosphere throughout the nursery, which is characterised by laughter and a buzz of conversation. The premises are safe and secure and children are accommodated in light, airy, comfortable rooms with good levels of natural light. Displays of children's artwork are attractively presented which helps children appreciate that their efforts are valued. Babies have ample room to practise crawling and walking. Children learn how to manage their own safety through the setting of clear boundaries and the support of practitioners. Children from the nursery and pre-school rooms go up and down stairs carefully and older children chat about how to handle scissors in a safe way. Mealtimes are very sociable occasions as children and practitioners sit together to eat. Food is healthy, well-balanced and nutritious and is adapted as necessary to meet the individual needs of children; such as those who are being weaned or who have specific dietary requirements. Babies are encouraged to feed themselves and older children both serve themselves and clear away afterwards as they become able. Children wash their hands before and after eating and outdoor shoes are not worn in areas where babies are playing on the floor. The nursery has also recently introduced the additional precaution of providing an anti-bacterial hand-rub at the entrance to the nursery. Everyone, including parents and visitors, is encouraged to use this on entering, which promotes a shared responsibility to ensuring good hygiene and taking steps to minimise the spread of infection.

Children are curious, interested learners who make good progress towards the early learning goals. They remain fully involved in purposeful play and are supported by practitioners who undertake systematic observations and assessments of children's interests and ideas and their achievements and progress. Practitioners use these to identify and plan for individual learning priorities. There is a strong focus on continuous provision at this nursery with children making their own selections from the range of accessible resources. This approach encourages independent choice and enables children to choose things based on their own interests, which, in turn, promotes active learning. Resources are varied and have regard for most areas of learning. However, throughout the nursery there are few interactive and programmable items to help children develop their information, communication and technology skills. Sensory play experiences feature strongly in each of the rooms with opportunities for children to explore different malleable materials and investigate an interesting range of natural resources. Babies remain engrossed as they play with corn flour under the watchful eye of practitioners who are gently encouraging. Toddlers explore glittery flour and delight in pouring water from watering cans and older children become involved in cookery activities. Practitioners do not restrict children's explorations. Hence, it is perfectly acceptable for children to mix water in with the sand or to add it to the compost tray in the garden. Adults draw children's attention to the resulting change in colour and texture. Children learn important life skills for the future with the support of practitioners. They are encouraged to be independent and receive good support in the development of their personal and social skills. Practitioners act as positive role-models for polite, co-operative behaviour. Children's self-esteem and confidence is fostered effectively because they receive lots of praise and encouragement. Practitioners form good relationships with them; they greet them

warmly and are ready with a cuddle when this is needed.

Children learn about their own and other cultures and beliefs through the celebration of different festivals and as they explore resources that reflect different aspects of diversity. This helps them learn to appreciate and value similarities and differences. There are several children attending the nursery who have English as an additional language. Whilst management has identified the need to promote use of children's home languages, this is at an early stage of development. For example, labelling does not represent all languages within the setting. Practitioners acknowledge babies' efforts to communicate and they encourage a two-way flow of communication as children progress through the nursery and become more adept in spoken language. Pre-school children confidently link sounds and letters and some write using correctly formed letters. All children benefit from fresh air and outdoor play, which contributes to their good health. Older children gather impatiently at the nursery door, eager to go outside. They improve their gross motor skills as they use the climbing frame, balance carefully on the tyres and manoeuvre the wheeled toys around without collision. Children also play musical instruments outside, grow flowers and vegetables, play with water and conduct experiments, such as collecting rain water and drawing around puddles to see whether they get bigger or smaller when the rain stops. They have access to books and different media for mark-making outside. This shows that the importance of the outdoor space as an extension of the learning environment is recognised and catered for. Children find out about nature and growth through relevant first hand experiences as they carefully handle the African land snails and spend time intently watching the tadpoles in the tank. Practitioners take children out and about in the local community, as and when ratios permit. Visits to the library, train station, Teddington Lock and different play parks enable children to experience different environments and add to the range of learning opportunities on offer.

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

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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