

Teddies Nursery

Inspection report for early years provision

Unique reference number 508105
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Inspector Susan Lyon

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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

Teddies Day Nursery is one of several run by Network Nurseries Ltd. It opened in 1994 and is situated in the grounds of Royal Oldham Hospital in a purpose built single storey building. The nursery is open Monday to Friday 7:30am to 6pm hours all year. The nursery provides care for children of hospital staff as well as children from the local community. There are currently 54 children on the register. There are 12 members of staff, the majority of whom are qualified. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with learning difficulties and children who have English as an additional language.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and settled and have great fun at the setting. The staff have good understanding of the Early Years Foundation Stage framework. Detailed observation and assessment arrangements help children make good progress. Children's safety and welfare is promoted well and strong emphasis on a key worker system meets children's individual needs. All children are included and the provision demonstrates strong capacity to continually improve the service.

What steps need to be taken to improve provision further?

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

- ensure all staff have up-to-date understanding of child protection issues and are able to implement safeguarding policies and procedures appropriately
- always use information from observations to plan the next steps in children's learning and development to help them make progress towards the early learning goals.

The leadership and management of the early years provision

Management lead the staff team and motivate staff through regular team meetings and appraisals. They role model positive practices and provide new ideas for play, such as bringing snow into the indoors so children can watch it melt. Management and staff demonstrate strong capacity to continually improve the service they provide by having a system in place to identify areas of strength and weakness by completing a nursery development plan. For example, recently the information obtained from new parents has been increased through completing an 'initial development record.' All staff were involved in completing the self-evaluation which highlighted plans for the future, such as providing a new buggy store to avoid the front entrance becoming obstructed. Feedback is sought from parents through questionnaires asking if parents are happy with the care and providing a comments book in the entrance hall. Reasonable steps have been taken to

complete actions from the last inspection, such as reviewing menus to include fruit and vegetables and practising monthly fire drills. These improvements enhance the health and safety of children. Furthermore, staff are well supported in attending on-going training to increase their knowledge and skills, such as 'Letters and sounds' and 'Outdoor provision.'

A 'Parent Partnership' policy helps staff work with parents in an open, honest and supportive way as it acknowledges parents as the primary influence on their child. Staff respect parent's wishes regarding sleep times and parents are consulted regarding when children are ready to move to another room. Daily chats and record sheets keep parents informed of how their child is doing. Parents are welcomed into the setting and are at ease talking to staff. Parents are greatly involved in their child's learning through attending parents evenings, consultation records are completed and home observation sheets used to record what children can do at home and in the setting. This contributes significantly to children's care and learning. New parents receive lots of information, such as policies, menus and information leaflets. Relevant information is obtained regarding the uniqueness of each child on 'all about me' forms. For example, religion, pet names, first language, comforters and favourite toys are discussed and recorded. Children's individual needs are discussed with parents and recorded on registration forms including health and dietary needs.

The provision has established strong links with local schools and children's centres providing the Early Years Foundation Stage framework through teachers visiting children in the nursery and sharing information and ideas in order to ensure progression and continuity of care and learning.

All children are included in activities through staff changing or adapting the way play is provided to suit all levels of ability. For example, to support children experiencing speech and language delay, pictures are used so children can communicate and indicate their needs and preferences.

Children feel a sense of belonging as they have their own trays for their belongings. In addition to accessible resources, the building and learning environment is suitable for all as it has wide doorways, an adapted toilet and a slope leading to the outdoor play.

Children's safety and welfare is promoted well through detailed written risk assessments to premises and outings. Several precautions are in place to create a safe and secure environment, such as socket covers, radiator covers and a visitors book. The emergency escape plan is in place and practised monthly with children. Space and resources are organised well to allow babies and children to move around freely and safely. All written policies and procedures are in place to ensure the safe and efficient management of the provision, such as a policy for child lost and medication records. Children are protected through all staff being qualified and vetted and most staff having a good understanding of child protection procedures. Staff are deployed well to respond to children's needs promptly.

The quality and standards of the early years provision

Staff help children to learn by skilfully asking them questions to make them think, such as 'what colour is this?' and 'shall we count the bricks?'. Staff have a good understanding of the Early Years Foundation Stage framework and provide a rich learning environment covering the six areas of learning, such as mark making, role play and construction. Coloured drapes and curtains, lots of posters, pictures and mobiles create a welcoming, colourful and inviting setting. Babies enjoy babbling and squealing as they respond well to what they see, touch and taste. Children competently hold books correctly and turn pages. They know print carries meaning due to lots of written signs and labels displayed around the rooms. Children show interest and curiosity as they investigate caterpillars, cocoons and butterflies. They look for bugs using magnifying glasses and show interest in information communication technology as they click the mouse using simple programmes on the computer. Babies seek to do things for themselves as they pick up their cup to drink and feed themselves using spoons and fingers. Children are sharing towards each other. For example, a child says 'she can have a go then pass it back'.

Children enjoy being with other children and enjoy friendships as they play well together in the home corner. Children use number language well and often as they ask 'do you want some more' when pouring drinks. They enjoy using bricks to make simple structures and shout excitedly 'I'm making a long bridge' and 'the car goes under the bridge'. Children use one-handed tools well as they use cutters and rollers in the play dough. They move in a range of ways, such as pedalling bikes, kicking balls and climbing the steps to the slide. Children enjoy singing songs at circle time and engage well in imaginative play as they 'chat' on the telephone in the travel agents. Babies and children explore a good range of sensory materials, such as mirrors, fir cones, pebbles, tree bark, bells and music. Staff find out what children can do on entry to the setting through completing 'all about me' forms. Detailed observation and assessment arrangements generally help children make good progress towards the early learning goals.

Staff help children to learn about safety through relevant discussions, such as picking toys up off the floor and mopping up spills. Strong emphasis on the key worker system helps meet children's individual needs, liaise with new parents and help new children settle in. Children benefit from fresh air and exercise every day. They experience all kinds of weather as they wear appropriate foot wear and use umbrellas. An exclusion policy in place and use of paper towels help prevent the spread of infection. Children stay healthy and learn good hygiene routines, such as washing hands and flushing toilets. Children are given healthy choices at meal and snack times, such as fruit and vegetables. Water is provided throughout the day, keeping their bodies healthy and hydrated. Staff treat children with kindness and consideration and, as a result, children are happy, settled and eager to play. Children enter the setting happily and confidently. Through interesting and stimulating activities children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they explore dry teabags, shaving foam and 'paint' walls outside using brushes and water.

Children recognise and value diversity through staff talking to them about people

who are different in order to promote awareness and respect. Displays promote positive images of 'All kinds of people' and children's home language is valued as staff learn key words to help children settle. Children explore other languages using programmes on the computer, such as French and Spanish. A good range of resources help children understand the wider world, such as welcome poster in different languages, disabled play figures and black dolls. Children are actively involved in making choices and decisions as they are frequently asked what they would like to eat and do. Children's behaviour is managed positively through clear boundaries and explanations. This contributes to children's confidence and self-esteem. Overall, children are learning skills and knowledge which are the building blocks towards 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

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?	3

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