

Teddies Nurseries Limited

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Teddies Nursery was registered in 1999. It is part of a large day-care chain and operates from four main rooms of a single storey property in Tonbridge, Kent. A maximum of 62 children may attend the nursery at any one time and the nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday from 7.30am to 6.30pm full year. All children share access to a secure enclosed outdoor play area.

There are currently 124 children aged from six months to under five years on roll. Of these, 24 children receive funding for the provision of free early education. The nursery currently supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language.

The nursery employs 20 staff; 14 of the staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's overall welfare, learning and development is supported to a satisfactory level, and is good in some aspects. Children play happily in a welcoming environment and are making sound progress towards the early learning goals of the Early Years Foundation Stage (EYFS). There is a successful key carer system in place, enabling children to form positive relationships with adults so that they can feel secure and gain a sense of belonging. A strong partnership with parents also benefits the children, with parents being actively involved in nursery life. There is a commitment to continuous improvement, led by the management. Priorities for improvement have been positively highlighted to bring about further improvement for the children.

What steps need to be taken to improve provision further?

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

- ensure that children's starting points and their next steps for learning are being clearly identified and used in leading future planning so that the learning provision is appropriate for their specific needs and stages of development across all six areas of learning
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reasons for them to help children to value aspects of their own and other people's lives
- ensure that the environment and equipment is maintained to a high standard

- of cleanliness at all times, particularly in relation to the nappy changing area and milk room and ensure that all babies' bottles are clearly labelled
- develop the outdoor provision of activities and equipment to support all children's learning and development and ensure that the garden equipment is stored appropriately and all potential hazards relating to equipment are removed/made safe

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure; all staff have been appropriately vetted and the organisation's recruitment and induction procedures are robust. Staff have a confident understanding of child protection because they have opportunities to update their knowledge through training. They know what action they must take if concerns are raised about a child's welfare; all of these systems help keep children safe. All of the mandatory documents for the safe and efficient management of the nursery are in place and appropriately maintained; these include the accident and medication records, risk assessments and policies and procedures. Although daily risk assessments are carried out, not all hazards in the garden relating to broken equipment and a plastic rubbish bag with sand in, have been removed, to create a safe outdoor play environment. One gated side of the garden is also very untidy, with discarded toys, used wet wipes and broken equipment, showing children that the resources are not always appropriately looked after and stored. Overall, the nursery is generally clean and tidy, but the refrigerator in the milk kitchen is not always maintained to a high level of cleanliness, in order to promote children's good health. In the nappy changing area, the mat is not kept meticulously clean and nappy cream is left open, increasing risks of cross infection.

There is a suitable range of play equipment in each room for the differing needs of the children. It is mostly stored at a low level and this promotes freedom of choice for each child. There are rather limited resources available to children to help them learn about the similarities and differences in society, in order to promote the importance of equality and diversity. Staff enhance the premises, which is looking somewhat worn in places, by displaying children's creative art work, along with photographs of outings they have taken. This helps foster a sense of belonging, as well as showing children their work is valued. As part of the nursery's desire to drive improvement, staff have re-organised the learning centre room, creating more purposeful learning zones, including a construction area and home corner role play area. In the baby unit a stimulating black and white sensory area has been created by staff, which helps stimulate the young babies' development and interest in their environment. Self-evaluation has been completed by senior staff in the nursery and this has identified important priorities for improvement, such as re-developing the garden and increasing the range of outdoor play equipment, especially for the babies and toddlers as well as re-decorating the nursery.

Staff forge and maintain good partnerships with parents. They provide them with good verbal and written feedback about their children's day in the nursery. Parents' views are regularly sought to inform future developments in the nursery, as well as to enhance the care and education of their children. Clear systems are in

place regarding complaints and there is a good amount of information displayed in the nursery to keep parents informed about current events. Partnerships in the wider context, such as special educational needs and/or disabilities support services, help support individual children and their families. There are Special Educational Needs Coordinators within the nursery working collaboratively with parents and external agencies to provide inclusive, appropriate care and learning for each unique child. The nursery also strives to build good relationships with other childcare settings the children attend, to provide consistency of care.

The quality and standards of the early years provision and outcomes for children

The children in the nursery are happy, engaged and have opportunities for spontaneous play both in and outdoors. They settle quickly when they arrive and demonstrate that they have formed good relationships with both their peers and adults, helping create a harmonious environment. The staff work well together, for the benefit of the children in their room; they respond well to them, for example, babies' babbling is encouraged to help their early communication. Babies and toddlers have fun as they explore their surroundings, crawling and clambering over the soft play equipment, then into the ball pool, proudly showing off as they succeed. Older children talk about the models they have made using recycled materials and invite adults to read them a story, which they join in with enthusiastically. Water play is a popular activity with the 'little learners' as they experiment with filling and emptying containers, learning early problem solving skills. Activities are, on the whole, provided for children to support their learning and development across all of the six areas of learning, with children being actively involved in decisions about what they do. This gives them ownership of their environment, building their confidence and self-esteem. The outdoor learning environment is less well planned for and resourced, especially for younger children to help them practise their early walking skills. Staff gather information about children's starting points in an informal way, as well as asking parents to complete an initial 'all about me' form. Throughout the nursery staff carry out twice-weekly observations on their key children and endeavour to feed their next steps for learning into the planning. This is not wholly successful because the planning, observation and assessment systems are not comprehensively used to identify the children's next steps for learning through clear evaluation. This results in some children not being sufficiently challenged, while other children are given activities which are pitched at too high a level for their current developmental needs. There is a lot of emphasis on creativity, which the children clearly enjoy. Older children delight in experimenting with paint and water, adding pieces of paper to create a wonderful red pulp, which they then squeeze through their fingers, commenting how it feels like play dough. There is less focus on teaching children about cultures and beliefs and disabilities so some areas of learning are stronger than others and this limits how children learn about inclusion. Purposeful activities such as using technology equipment, mark making and counting help children develop important skills for the future. The children also benefit from going on outings around the local environment, to places such as the park, police station and local farms, helping extend their understanding of the natural and social world around them.

Children learn to stay safe through simple reminders, learn about road safety while on outings and take part in regular fire evacuations. They demonstrate that they feel secure and safe in the nursery through their behaviour and interaction with adults and peers. They learn there are boundaries in place and this supports their developing understanding about the importance of rules. Children also learn important messages about right and wrong, helping them make a positive contribution and behave in a respectful manner. Children's health and emotional well-being are given due consideration. Their feelings are acknowledged and needs met because of the good key carer system, enabling children to forge supportive relationships. They learn about good personal hygiene as they develop their independence; washing hands, brushing teeth and covering coughs. All of the children eat well, learning about healthy eating; nutritious meals and snacks are prepared in-house by a cook, with individual dietary needs carefully considered. Robust measures are in place to ensure that all adults are aware of the children's food intolerances and dietary preferences. Regular refreshments are provided to help keep children hydrated; children learn to pour their own drinks and the older children also serve themselves at meal times. This encourages children to eat well. Babies' feed and sleep routines are followed from home for consistency of care. They are held close while fed their bottle of milk, creating a sense of security and nurturing. The majority of babies' bottles are clearly labelled, but staff do not always ensure labelling is constantly used and this compromises the children's welfare. Children are able to rest and sleep according to their need and routine. Staff know the children's habits and recognise when they are tired or need their comforter, providing them with important support and individual attention. Staff are vigilant about checking children while they are asleep, helping to keep them safe.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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