

# Teddies Nurseries Limited

Inspection report for early years provision

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**Unique reference number**

EY153174

**Inspection date**

21/09/2009

**Inspector**

Gillian Walley

**Setting address**

Willingale Road, Loughton, Essex, IG10 2BQ

**Telephone number**

0208 418 0666

**Email**

teddiesloughton@bupa.com

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 opened in 2002. It operates from purpose built premises within the campus of a secondary school and community centre in Loughton. The group serves the local and wider areas. The setting is registered for 56 children and there are currently 56 children from birth to five years on roll. This includes 23 funded three-year olds and four-year olds. Children attend for a variety of sessions. The setting supports children who have English as an additional language and children who have learning difficulties or disabilities. There is disabled access for children and adults. The nursery opens five days a week for 50 weeks of the year. The core hours are from 08:00 until 18:00. There are 14 staff working with the children on a full and part time basis. Over half the staff have early years qualifications to Level 3. Two members of staff are currently working towards a recognised early years qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Teddies Nursery is a good setting. It is inclusive and meets the learning and development needs of all children well in a safe and stimulating environment. The recommendations of the previous inspection report have been met. The setting has a good capacity to improve because the manager and her staff evaluate the provision carefully, identify areas for further improvement and plan changes.

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

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

- develop the partnership with parents by using more opportunities for seeking their views on the provision for their children
- provide independent and imaginative learning opportunities for the older children by creating a more stimulating outdoor area

## **The effectiveness of leadership and management of the early years provision**

The Nursery is well led and managed and runs smoothly on a day-to-day basis. The staff are experienced and work closely as a team. There are routines in place to ensure good communication between the staff in each area of the Nursery, for example so that they know who is responsible for specific duties each day. There have been a number of significant improvements since the last inspection, for example in making better use of the observations staff make of children's learning to plan precisely what steps children need to make next. There are also more hygienic arrangements for nappy changing. The manager and her staff evaluate the provision well, they identify areas for development and take steps to achieve

them. The staff update their training regularly and this results in improving planning, using good behaviour strategies and in ensuring that children are safe. As a result, the Nursery is likely to continue to improve. There are plans to make changes to the layout of rooms and to improve the outdoor area. The Nursery is able to provide good support for children who are learning English as an additional language or who may find learning more difficult because staff plan learning based on each child's needs and because there are good links with other agencies. As a result, all children make good progress. The staff track and monitor the progress of all children carefully, and keep very good records of their progress in each area of learning and development. These records show what opportunities they need to plan for the children so that they make further progress. Observations are detailed and frequent, and staff use them well, for example to identify any areas where boys and girls make different rates of progress. Records of children's achievements are always available to parents so that they can see the progress their children have made. Each child has a key worker who oversees progress and development, but older children can relate well to all adults in their classroom. Adults question them carefully to encourage the children to think, to take initiative and to solve problems. They encourage them to become independent by giving them choices and by encouraging them to do things for themselves, for example pouring their own drinks at snack and lunch times.

Children feel safe and well cared for in the Nursery because the premises are secure and because adults supervise them closely. The Nursery has sound procedures in place for ensuring the children's safety and security. Policies and procedures are rigorous, and are reviewed regularly and new staff are vetted thoroughly. Parents feel that their children are safe, secure and happy in the Nursery. They value the chance to talk to key workers at the end of the day so that they know what the children have been learning and can continue some of the activities at home. They know that the staff care for their children as individuals and respond to each child's specific needs. They feel that the children make good progress, especially in their speaking, in gaining confidence and making decisions. Parents know that adults have high expectations of the children so that they are encouraged in their social development and behaviour. They know what the children are learning about because there are notice boards displaying plenty of useful information. Parents appreciate the chance to look at their children's records so that they understand the progress the children are making. Parents are surveyed from time to time but they do not feel that their views are asked for as regularly as they might be and they would like to have more opportunities to express their views about the Nursery's provision. They feel that this might be more useful than attending formal meetings about their child's progress.

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

The provision in the Nursery is good. The atmosphere is calm, stimulating and well organised. Each age range has its own room and staff team, and these rooms are well equipped with a wide range of good quality equipment which helps the children to develop in all areas of learning. There is good provision for children's creative development, language and the early understanding of number and

shape. There are construction kits, puzzles and a good range of materials for creative tasks. Children enjoy books and many opportunities to develop their early writing skills, and they learn how to use a computer. They make choices about what they would like to play with and develop their imagination, for example through role play and dressing up. The outdoor learning area is adequate in size but is underdeveloped and does not support the older children well in their ability to learn independently. There is little shade and the opportunities for the children's physical development are limited. It does not provide the range of activities which are provided for the children indoors. The youngest children have a wide range of toys to stimulate their senses and to develop motor skills. Adults encourage them to learn to talk and respond by talking to them frequently. The children are happy and well-behaved, they are polite and show good attitudes to learning. They play well together and learn to share and take turns. They begin to learn about other cultures and places by celebrating special times of the year, for example Chinese New Year and Christmas. There are also multicultural toys and books. The children learn about healthy eating and about having good table manners at snack and lunch times. These are times when they behave impeccably because staff have high expectations of them and engage with them. The children learn about road safety and the importance of taking exercise. They know that they must wear sunscreen and sun hats outdoors in the sunshine.

The staff are scrupulous about hygiene and avoiding the risk of infection. The older children know that they must wash their hands before eating and the area where babies are crawling, sleeping or having nappies changed is kept clean. Children cannot enter any areas where they might come to harm, for example the kitchen or changing area, and adults are vigilant at all times. All doors are locked and there is a signing in book for visitors.

To help the children adjust to a new room and key worker, they are introduced gradually as they reach the age for transferring from one group to the next. This helps them to settle more easily and is reassuring for parents. Each child has a special place mat for mealtimes, showing a photograph and colour coded according to possible food allergies, likes and dislikes.

The rooms are well organised and stimulating. Children's paintings are displayed along with words, numbers and reminders about routines. Resources are well labelled and easily reached so that children find what they want to play with and help to put it away afterwards. Older children talk enthusiastically about their learning, for example about the sound, colour and number they are learning that week. Parents also know these and can continue to talk to their children about them at home. The children particularly enjoy learning to write their names, counting, learning rhymes and songs, and playing outdoors with their friends.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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