



## **Teddies Nurseries Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	153871
<b>Inspection date</b>	01 November 2005
<b>Inspector</b>	Denys Rasmussen
<b>Setting Address</b>	14 Sherwood Park Road, Sutton, Surrey, SM1 2SQ
<b>Telephone number</b>	020 8770 0261
<b>E-mail</b>	
<b>Registered person</b>	Teddies Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Teddies Nursery is owned by BUPA and is part of a chain of nurseries. It is located in a two storey house in a residential area of Sutton, close to shops, schools and parks and serves the local community. It has been registered since June 2001.

The nursery can care for a maximum of 55 children at any one time. There are currently 94 children on roll. This includes 20 three and four-year-olds who are funded for nursery education. Children attend for a variety of sessions. There are

systems in place to support children with special educational needs.

The nursery opens five days a week all year round except for bank holidays and a week at Christmas. Sessions are from 07:30 until 19:00.

There are ten members of staff, eight have early years qualifications. The setting receives support from the local education authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are well settled and have good relationships with the staff. The staff know the children well and interact in a warm and supportive manner encouraging children to go to them for reassurance and cuddles. This supports their emotional well-being.

Children benefit from a healthy and nutritious diet. They have fruit and rice cakes for snack which helps them develop healthy eating practices. Special dietary requirements are complied with and older children access water independently from jugs stored at their level. Younger children are offered drinks throughout the day mirroring their home routine. This ensures they remain healthy and their dietary needs are well met.

Children learn the importance of good hygiene practices through established daily routines. For example, they wash their hands appropriately and brush their teeth after lunch. Staff are clear about the health and hygiene policy which is reflected in their practice. They wear disposable gloves and apron when changing nappies and sterilise baby bottles and equipment. This reduces the risk of cross-contamination. An effective sick child policy helps prevent the spread of infection.

Children enjoy a wide range of activities, which contribute to their good health. Each day there are outdoor activities to help them gain control of their bodies. For example as they climb, skip use wheeled toys and play physical garden games with the staff. This promotes their physical development well.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean and well maintained environment that has been adapted with children's safety in mind. The good organisation of suitable toys and equipment in most rooms means children can move around safely to independently access available resources from shelves, tables and boxes which are mostly at child height. There are effective policies and procedures in place that work well in practice to keep children safe. For example accidents and administered medication are recorded appropriately. Children are well protected, the staff recognise their responsibility to the children in their care. They understand the procedures they must follow if they are concerned about the welfare of a child because their child protection

training is up-to-date.

Risk assessments are completed both indoors and out on a daily basis which means children can play, learn and explore safely. Measures have been put in place to help prevent accidents. For example, stair gates and all electrical appliances being regularly checked. Window bars have been fitted to ensure adequate ventilation without risk to children. When babies are sleeping they are checked every 10 minutes, this helps to keep them safe. Fire prevention is good and regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children receive cuddles and have a strong bond with the staff that care for them. This is particularly apparent in the baby room, where the babies are content and have warm relationships with the staff. This increases their sense of well-being. They benefit from routines which are consistent with their experiences at home ensuring their individual needs are met. Most of the staff make good use of the 'birth to 3 matters' framework as part of their assessment process to plan a stimulating environment to help children progress. They provide a range of interesting activities usually linked to a theme to stimulate children's senses. Children enjoy songs, rhymes and story time which contributes to their developing communication skills. Staff anticipate the babies needs by their facial expression and sounds, which means they know they are understood and gain good levels of confidence and self-esteem. Their physical development is well promoted by staff supporting them with equipment and encouragement as they develop and practise mobility skills. Staff skilfully interact with the children, guiding them, to help them play together harmoniously. However in one room the very young toddlers are not always offered resources and activities that are developmentally appropriate. Staff are not always supporting these children sufficiently to learn new skills. This means they are sometimes not stimulated appropriately and become bored.

### **Nursery Education**

The quality of teaching and learning is good. Children make steady progress towards the early learning goals with the support of staff who have a sound understanding of the foundation stage. Children are keen to learn and quickly settle to become involved in activities. Staff record activities under each area of learning ensuring all aspects are covered sufficiently to promote children's learning. A good variety of creative/sensory activities are provided each day, however they are not always available for a sufficient amount of time for children to explore and experiment, to practise and consolidate their skills. There is an effective system in place to track children's progress. Children's achievements are identified and next steps for learning are incorporated into the planning. Children's independence is encouraged, they help themselves to water, access the resources and proudly take on the responsibility of being the 'helper'. Children play co-operatively, they share and take turns due to the skilful interaction of the staff.

Children enthusiastically tell staff about their experiences outside of nursery helped by 'William' the nursery bear. Children are helped to understand themselves and the wider world by good topic work such as 'look at me' and 'people who help us'. This is reinforced by outings and people visiting the nursery such as the fire brigade. Positive imagery around the nursery helps children to understand a variety of cultures and traditions which helps them to have a positive attitude towards each other. Children use their imagination well in play and respond eagerly to experiences with music and movement. Children enjoy sharing stories and looking at books, they listen well and enthusiastically share their ideas. The writing table is used well by the children who are confident to access materials and write and draw for a variety of purposes. They make registers, write letters and generally experiment with writing materials and stencils. This encourages confidence and good pen control. Games are played that encourage language and listening skills. Labels are displayed around the room to help children to recognise numerals, letters and words. This promotes their communication, language and literacy skills well.

Children learn to count through everyday routine, and are offered practical activities to recognise shape, pattern and to sequence. They learn about size and measure by plotting their height and feeling the weight of objects. They learn about heavy and light objects that float or sink when playing in the water. Children use size language during everyday conversation. This all contributes to their mathematical development. The consistent routine and pictorial timetable help children develop a sense of time. Children are introduced to technology by use of a computer. They complete simple programmes with skill and have good control of the mouse. Tools such as glue sticks, scissors, rollers, together with good use of the outdoor area promotes the development of children's physical skills. Children differentiate colour and experiment at the easel. They use their imagination well when engaged in role play when they pretend to be growing trees, animals and babies. They enjoy creating collages, rangoli patterns and experimenting with malleable materials such as jelly, foam and play dough. This all contributes to their creative development. Children's play is extended and developed because of staff's skilful interaction and involvement.

### **Helping children make a positive contribution**

The provision is good.

Children show a sense of belonging when they share their experiences about their family, friends and nursery. They are introduced to a variety of cultural traditions. Resources positively represent the children attending as well as individuals from the wider community. This all helps children to develop a positive attitude and respect for each other. Children's self-esteem is fostered when staff praise them and recognise their achievements, such as when they tidy up or complete a task. Children are generally well behaved and work harmoniously with each other in response to the realistic boundaries and expectations of staff. This positive approach fosters children's spiritual, moral, social and cultural development.

Children benefit from the positive partnership staff have developed with parents. This ensures children settle well and their individual needs are met. They experience consistent care due to effective communication systems between parents and staff,

such as daily diary records. Children build good relationships with staff ensuring they are happy and secure in their environment. Children with special needs are well supported because staff work closely with parents and outside professionals and one-to-one support is available. The partnership with parents of the children who receive nursery education is good. New parents to the pre school room are offered a meeting to discuss the foundation stage and how the nursery provides for this through their own framework. Parents are encouraged to be involved in topic work and to share their own experiences and skills with the children. Parents are invited to parent evenings to discuss their child's progress. This helps parents to be involved in their child's learning.

## **Organisation**

The organisation is satisfactory.

Children are cared for by suitably qualified staff who have been appropriately vetted, due to effective recruitment procedures. Induction training, policies and procedures work well in practice, ensuring the efficient and safe management of the nursery. Staff have a good knowledge and understanding of child development, which enables them to meet children's individual needs well. However the organisation of staff in the younger toddler room sometimes means the children are not supported effectively enough to fully enjoy the activities provided.

Leadership and management of the nursery education is good. There is a strong commitment to develop the provision and effective systems in place to monitor and evaluate teaching. This ensures that improvements are made and any potential weaknesses are identified at an early stage. Staff development is encouraged ensuring practice is up-to date.

Parents are kept up to date about their child's progress through regular meetings with staff and daily diary records. The range and quality of activities provided for children ensure they make steady progress. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The last Children Act inspection recommended the equal opportunity and the child protection policy should be shared with parents. They are both now displayed on the parent notice board ensuring parents are aware of them.

The last Nursery Education inspection recommended that the programme for mathematics and communication, language and literacy be improved and that procedures to monitor the teaching be developed.

More opportunities are offered for children to develop their individual skills in mathematics, particularly for more able children. Activities are extended and confidence developed. A writing table has been introduced which the children can access at any time. There is a variety of writing materials and paper, displays of letters and name cards to encourage children to write. The manager has devised an

evaluation system to monitor the teaching in the 'learning centre', by observing practice and recording and discussing her findings with staff. This supports children's development.

### **Complaints since the last inspection**

Since April 2004 there has been one complaint relating to National Standards 1 and 11. The complaint related to the suitability of a member of staff to be working with children and her behaviour management techniques. It was agreed the provider would undertake an internal investigation and would send Ofsted a detailed account of the process and the outcome. Ofsted received this report. No evidence was found that the National Standards had been breached. The provider remains qualified for registration.

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.

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide a suitable and stimulating range of play resources and activities for children in the under 2's toddler room appropriate for their stage of development.
- ensure staff are effectively deployed in the toddler room to meet children's developmental needs.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- give children sufficient time to explore and experiment with a variety of creative/ sensory materials.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)