



## **Teddy Bears Nursery Limited.**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY295940
<b>Inspection date</b>	20 October 2005
<b>Inspector</b>	Elaine Poulton
<b>Setting Address</b>	Long Lane, Newtown, Great Wyrley, Walsall, West Midlands, WS6 6AT
<b>Telephone number</b>	01922 710 448
<b>E-mail</b>	
<b>Registered person</b>	Teddy Bears Nursery Ltd
<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?

Teddy Bears Nursery Ltd opened in 2004. It operates from a detached single story building in the Newtown area of Great Wyrley. The nursery serves the local area.

There are currently 55 children from 0 years to 5 years on roll. This includes 13 funded 3 and 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs, and who speak English as additional language.

The day nursery opens 5 days a week all year round. Sessions are from 07:30 until 18:00.

The setting employs 8 full time and 1 part time staff to work with the children. All 8 full time members of staff have an appropriate early years qualification. The setting receives support from the Early Years Development and Childcare Partnership and Sure Start.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from a healthy diet. Water dispensers are available for older children to help themselves and younger children are offered regular drinks throughout the day. They enjoy a varied menu of freshly prepared meals which comply with any dietary requirement to ensure children remain healthy. Staff work in partnership with parents to meet children's dietary needs and are very attentive to the needs of the younger children ensuring their individual routines are met. There is a menu board on display and a daily diary which is used to inform parents about the amounts of food and liquid younger children have.

Good procedures are in place for children who are sick, which help prevent the spread of infection and help to keep children healthy. There is a 'no outdoor shoe' policy in the baby room. Throughout the play rooms the nursery children wear their indoor footwear only. Good hygiene procedures are implemented throughout the nursery to ensure that children are cared for in a clean, tidy and hygienic environment.

Most children have raised awareness of the importance of why daily hygiene practices are used, through such activities as, hand washing and drying routines. Not all children are confident using the wall mounted hand drying facilities, so share a communal hand towel, thus posing a risk to some children's health. Children know where to locate paper tissues to wipe their nose and are encouraged find a waste paper bin to dispose of the used tissue.

Older children enjoy good opportunities for physical exercise indoor and outdoor. They join in well with action songs and games and enjoy taking part in the 'Sticky Kids' routine. Staff are knowledgeable in the 'Birth to three matters' framework and the Foundation Stage and use guidance well to provide a wide range of active play experiences for babies and children. All children are able to be active and rest according to their needs.

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

The provision is good.

Children learn how to keep themselves safe, for example they understand why they hold hands with an adult whilst out walking and are aware that they are not allowed

to run outside the building, as cars travel along the driveway at speed. Before they go outside to walk in the parkland or to feed the ducks, they are reminded by staff not to approach or touch any dogs that are walking with their owners. They know how to respond to an emergency evacuation and where to assemble. Children have free access to a range of safe toys and well maintained equipment.

Children are cared for in a well-organised environment, where risks and hazards are minimised through good safety and security procedures. Staff monitor access to the nursery all times and precautions are taken by staff to ensure all areas are safe and secure for children to play. Risk assessments are completed and daily checks on the premises and equipment are made to ensure children are kept safe. Children are well supervised and the staff ensure that adult to child ratios are maintained at all times.

Fire evacuation procedures are fully understood by staff and are practised regularly, consequently, children's safety is well promoted.

Staff have a good understanding of their child protection responsibilities and are clear on the appropriate responses, for example if there was an allegation made against a member of staff.

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

The provision is outstanding.

Children who are new to the nursery are helped to settle by staff who are sensitive, attentive and considerate towards their individual needs. An effective key worker system ensures that babies are well cared for. Babies and young children receive lots of positive adult interaction which increases their sense of trust, well being and enjoyment. They benefit from routines which mirror their home experiences and staff are very keen to ensure they follow parents wishes.

Staff plan a very wide range of stimulating experiences and activities to help younger children learn through their play. They enjoy exploring 'treasure baskets' and have good opportunities to investigate colours, sounds and textures, which they explore with interest. Younger children enjoy first hand experiences, which allow them to build on their natural curiosity as learners and in turn promotes their all round development.

Younger children's snack and lunch times are particularly well organised. Staff are calm and caring and spend their time encouraging and assisting younger children to hold and use cutlery appropriately. This benefits children greatly with their social skills as they sit together in small groups at the table and enjoy their meal together.

Staff are well versed with the 'Birth to three matters' framework. Children's progress files are well documented and so ensures parents receive excellent information on their child's development. Staff present the pictorial evidence in individual profiles and portfolios skilfully, purposefully and professionally. These individual records demonstrate to parents the varied activities children access and enjoy and how well they are doing in the different focus areas.

Older children enter the group confidently and enjoy their time in the nursery. They have positive relationships with staff and receive recognition, encouragement, comfort, attention and support. They play happily with adults, using resources such as a climbing frame and mats to make a tree-house together. Equipment is used successfully to develop children's imaginative play, for example children make up stories using the magnetic story board. Musical activities such as singing and action rhyme contribute positively towards children developing good communication skills. Children explore a wide range of textures, including paint, dough, jelly, sand and water and this helps them to express their thoughts, experiences, feelings and ideas. Children benefit from a colourful, stimulating and interesting environment in which they are very happy, content and well cared for.

Staff plan a successful programme of activities to inspire and challenge all children, as a result children show interest in the activities and high levels of concentration. Children's language is developing very well as they are interested, involved and helped with a wide range of descriptive words. Children talk about different ideas with staff who extend their learning with questions that make them think about what happens next or why things happen. Staff are skilled in listening to children, engaging them in discussions and extending their learning by asking open ended questions.

Children use speech to explore real and imaginary experiences. They role play and make lists of picnic foods to take with them on a teddy bears picnic. They show imagination and use the home corner resources as a 'drive-thru' with some children taking orders and some stopping at the correct window to pay and to pick up their order. Staff are successful at planning, implementing and evaluating a programme of activities to benefit children's individual development.

Nursery Funded Education is Good.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a good knowledge and understanding of how children learn and use the stepping stones to clearly identify children's achievements. Planning is good, links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Observations and assessments are thorough and inform planning for children's next steps in learning. Staff engage in children's play and challenge children by good use of questioning to extend children's learning. Behaviour is well managed and this results in a calm and caring environment for all children.

Children are excited and motivated to learn, they enjoy new experiences with enthusiasm. They form good relationships with staff and their peers which promotes their sense of well being. They are developing their independence through participation in routine activities such as helping out with tasks, tidying away toys, putting their own coats and indoor shoes on and by selecting their own toys and games. They are also beginning to show care and concern for others and are developing a sense of what is right and wrong.

Children are confident speakers and initiate and continue conversations with others. They listen to stories and sing their favourite songs and rhymes. They show good interest in books, and handle them appropriately. They are learning that print carries

meaning through seeing words in everyday situations such as labels on toyboxes, in display work and in friezes, in the role play area and on their name cards, place mats and coat pegs. They have good opportunities to practise their emergent writing skills, and link initial letters to sounds. They are beginning to make marks with paint and crayons, and they make lists and trace initial letters using mediums such as, twigs and leaves.

Children understand and use numbers well. They count reliably to 10 and show an interest in shape, sizing and sorting. They have good opportunities to develop basic calculation skills through use of ICT equipment and through number rhymes and counting games and planned number-work activities.

Children are knowledgeable and interested in the natural environment and are provided with a variety of activities which enable them to explore their surroundings, for example collecting leaves and twigs and recognising, naming and counting wild birds. They also welcome visitors to the nursery such as a dental hygienist and a police officer. They develop good exploration and investigation skills and have good opportunities to use information and communication technology, such as audio equipment, computers and calculators. Some children can find their favourite learning CD disc, load it and use the mouse to click on a counting game successfully, and then help others to do the same.

Children move confidently throughout the nursery and are developing good coordination skills. They show a good awareness of space and handle a range of small tools and large equipment well. They enjoy designing and constructing the 'Three Bears' beds and fire engines with recycled materials, although there are fewer opportunities for more able children to select resources to join materials together. Children express themselves freely through painting and enjoy exploring many different textures such as sand, water and collage materials. Children's imagination is well developed through use of the role play area. They also enjoy active play and listening to music.

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

The provision is good.

Children behave well in response to clear boundaries set by staff. They are learning to share and take turns with equipment and are praised consistently. Children and staff sit together at meal and snack times to develop children's social skills. Children are encouraged to talk about their feelings and are beginning to develop a sense of being valued and included, for example when they help each other out or when they offer to take care of Samina the doll. This positive approach fosters children's spiritual, moral, social and cultural development well. Practitioners ensure that resources, activities and displays represent individuals from the wider community, this helps children develop a positive attitude toward others and their differences.

The partnership with parents and carers is good. Parents receive good written information on how the setting operates in the form of a welcome brochure. Children settle well because staff work closely with parents to ensure their child's needs are met. They benefit from the positive relationships developed between staff and

parents through sharing information and regular discussion. Staff promote the 'Birth to three matters' framework successfully and provide parents with 'I can do' a pictorial record of their child's all round development. Parents of children who receive nursery education funding are given detailed profiles of their child's achievements. The consistency is further advanced by daily verbal and written feedback to ensure parents are informed about their child's activities, play and learning and care.

## **Organisation**

The organisation is good.

There are effective procedures in place to ensure staff caring for children in the nursery are all suitably vetted. There are clear systems in place to keep well maintained medication and accident records, which are shared with parents. Those who work directly with the children are all appropriately qualified and children are well supported through an established and consistent staff team.

Children benefit from a familiar routine and are comfortable and at ease in the setting. They are confident to approach staff, ask questions and make requests. Space and resources are well organised which enhances the care offered to children. Children can freely access a variety of activities and resources which helps develop their independence skills.

Children are kept healthy and their welfare is guarded owing to a comprehensive range of policies and procedures that work well in practice. Staff continue to explore suitable alternative resources to enable children to practice hygienic hand drying routines.

Staff have a good working knowledge of the 'Curriculum Guidance for the foundation stage' and the 'Birth to three matters' framework, which ensures care, development and learning programmes are delivered effectively. Staff continue to increase opportunities for more able nursery funded children's learning by offering more challenges to select resources to assemble and join materials.

Photographic and written observations and assessments are professionally recorded and used successfully to inform planning of the next steps in learning. Individual profiles containing photographic evidence are then offered to parents as a record of their child's achievements.

The staff team work well together and there is a supportive management structure in place. Management take an active part in the setting, they monitor nursery education provision and are committed to continuous improvement and development. Staff are supported with regular appraisals, supervision, team meetings and ongoing training. Consequently the leadership and management of the setting are good.

Overall the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

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

There have been no complaints made to Ofsted since 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.

## **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 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):

- continue to explore suitable alternative resources to enable children to practise hygienic hand drying routines

#### **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):

- continue to increase opportunities for more able children's learning by offering more challenges to select resources to assemble and join materials.

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