

Teddy's Nursery

Inspection report for early years provision

Unique reference number

EY232215

Inspection date

29/03/2010

Inspector

Naomi Brown

Setting address

18 Green Dragon Lane, Winchmore Hill, London, N21 2LD

Telephone number

020 8364 3842

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Teddy's Nursery was registered in 1999. It operates from a converted house in a residential area close to public transport links. The Nursery is situated in the Winchmore Hill area of the London Borough of Enfield. A maximum of 31 children in the Early Years age group may attend the Nursery at any one time. The Nursery is open from 8am to 6pm throughout the year. There are currently 53 children, aged 11 months to the end of the early years age group on roll. The Nursery is able to support children with special educational needs and/or disabilities and is able to support children who speak English as an additional language.

Currently 14 staff work directly with the children, all of whom hold appropriate early years qualifications. The front door setting is accessed via a step. Children are cared for on both floors of the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and focussed in the setting as they are cared for by attentive, experienced staff. A strong management team and extremely well established systems for communicating with parents and carers underpin good continuity of care for all children. The setting delivers the Early Years Foundation Stage with skill and works closely with parents, carers and other settings which ensures that children receive good consistency and continuity of care and education that is focussed on their individual needs.

What steps need to be taken to improve provision further?

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

- continue to develop self evaluation systems to improve opportunities for continuous improvement

The effectiveness of leadership and management of the early years provision

The provider has established a strong management team which ensures that the setting is run effectively and meets children's needs. Staff are all aware of their roles and responsibilities and this enables them to work effectively towards improving outcomes for children.

Extremely comprehensive policies and procedures demonstrate the setting's sensitive and mature attitude both to protecting children and helping them understand how to keep themselves safe. The management team consistently seek parent's views and permissions concerning a range of safeguarding issues, ensuring that their policies meet not only legal requirements but reflect the needs

and wishes of parents. As a result parents and carers fully understand the steps that the setting will take to protect their children

Self-evaluation systems are in place and demonstrate the provider's good awareness of the setting's strengths and weaknesses. However, there is scope to increase the input of staff and children into evaluative processes so that the provider can more accurately evaluate the strengths and weaknesses of the setting to drive further improvements.

The staff liaise closely with parents from the start through clear settling procedures and by asking them to provide information about their children's routines, likes and dislikes. Parents are constantly encouraged to be involved in their children's learning as they are informed daily about activities their children have undertaken and have unlimited access to observations and assessments of their children's progress. Partnerships with both parents and other settings are strong. Extremely positive steps have been taken to ensure that children can move on successfully to new settings as their key persons are involved heavily in settling them in at new schools. These steps contribute to great continuity of care for all children.

All children are well supported to be able to join in all the activities. Plenty of pictorial images, warm staff and activities that are adapted for all individuals, encouraging all children to have a voice and give them access to take part in all activities on offer so that everyone is valued and included.

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

Children clearly feel at home in the nursery. They achieve well in a warm and welcoming environment, effectively organised for them to learn through play. Children have free access to a wide range of stimulating and engaging resources that cover all areas of the Early Years Foundation Stage. Staff are well aware of individual children's needs and interests and this helps them to plan activities that hold their interest and stimulate their learning. Staff ask a wide range of questions to extend children's learning and to encourage their problem solving skills, for example questions about colours, numbers, letters and words during everyday activities such as snack time.

Children clearly enjoy the free access they have to the well stocked outdoor area. Water trays, a book corner in the outdoor area and a good range of large equipment, bikes and trikes enable children to use the outside space in a range of ways. Children who wish to can read stories while getting fresh air and this adaptable attitude towards books enables children to explore them without limiting themselves to a book corner. Children have plenty of opportunities to develop their large muscle skills on the range of well maintained large play equipment. Staff encourage children to explore their natural world, for example growing plants in the setting. Children are able to identify that cress needs 'water' and 'sun' to grow and that those that are dried out 'didn't have enough to drink.'

Babies and toddlers benefit from an environment that is imaginatively designed to

stimulate their natural curiosity. Baskets full of natural textures and household items encourage them to explore new experiences. Children exclaim excitedly when they make sounds using a musical washing line. They play the triangle and shake bottles full of stones, delighting in the noises they make. They make good developments within the Early Years Foundation Stage as they are settled and happy in a well managed space.

Staff demonstrate their good understanding of the Early Years Foundation Stage. They plan and deliver an imaginative and exciting range of activities for the children that fully cover the six areas of learning. Children work closely with key persons who undertake observations of their achievements which are recorded in children's individual learning journals. Staff are comfortable working with the strong systems in place to use observations to plan for individual children's next steps in their learning. Observations are focussed and evaluative and the next steps that they inform have a positive impact on children's learning.

Children learn about different cultures as they enjoy celebrating different festivals, dressing up and reading a variety of books from around the world. They have access to many positive images of different cultures, religions and abilities. Children have a good understanding of healthy eating as they are encouraged to discuss the healthy foods on offer to them throughout the day. Children benefit from a healthy range of meals throughout the day, which are adapted to meet all individual dietary needs. Children have a very secure awareness of their own safety. Staff use daily discussion and gentle reminders to encourage children to keep each other safe and as a result children move around the setting with confidence and have a great awareness of any strangers in the building. Children's behaviour is very good and they have developed warm, effective relationships with staff and other children. This contributes to their feelings of safety as they learn in a caring, environment that values their individual needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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