

Teddies Nurseries Limited

Inspection report for early years provision

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Inspection date

29/01/2010

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 Nurseries in Godalming, opened in 2002. The nursery is part of the nationwide chain of nurseries owned by Teddies Nurseries Limited - Bright Horizons Family Solutions. It operates from a building in the centre of Godalming, Surrey and serves the local area and surrounding villages. There is a fully enclosed play area which offers a safe environment for outside play. The nursery opens all year round, excluding Christmas and bank holidays, from 08:00 to 18:00; extended hours can be accommodated by prior arrangement.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 131 children in the early years age group on roll. There are procedures in place to support children with special educational needs and/or disabilities and children with English as a second language.

A team of 18 staff work with the children, 15 of whom hold a recognised early years qualification. The nursery offers extra activities from professional teachers, including French classes and physical play opportunities. The nursery receives support from a mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides extremely effective support for children's care and welfare, and staff demonstrate an excellent knowledge of the children, and their personal circumstances. Children thoroughly enjoy their play and learning activities, and staff work to a very high standard to support individual children's learning and development needs. The nursery offers a welcoming and well organised child care environment, and children have access to a wide range of appropriate resources and play materials. Children's progress is consistently monitored to maintain their progress and achievement. Staff and the management team are developing their use of self-evaluation and have a very positive approach to driving improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop the use of the self evaluation system to ensure continued improvement throughout the nursery.

The effectiveness of leadership and management of the early years provision

The nursery staff work together as a highly effective team, to guide children's development and promote their welfare. The manager is fully supported by the management team and a qualified deputy. Most of the staff team have appropriate childcare and first aid training. They also show experience and ability in working with children with developmental needs. The setting has many strengths, particularly with regard to health and safety, with regular internal audits taking place. Safeguarding awareness and all procedures to protect children, are extremely well organised within the nursery. Staff have recently updated their child protection training, and have a clear understanding of the provision's safeguarding policies and procedures. Children's security and safety is consistently monitored, and staff take great care to ensure individual children's needs are considered at all times.

Children have access to a very good range of play materials and resources, which are well presented to enable learning and support their interests. Staff are confident in their planning and preparation of the play environment, with many visual learning displays provided. Children also have many spontaneous opportunities to adapt resources, and explore through child led activities. Staff provide frequent one-to-one learning, and use specific resources to develop individual children's play and achievement. Children also gain a broad understanding of diversity and have opportunities to become aware of other cultures. The nursery has a clearly organised range of diversity resources. People's differences are well represented, through visual material and learning displays, around the nursery. There is also a consistent approach to the promotion of diversity based learning, with other culture festivals and play projects, organised within the planned programme of activities.

The nursery has responded well to previous recommendations made, concerning the organisation of the children's hand washing facilities and improving the planning to include the children's next steps of learning. The manager and staff have produced their own development plan for the nursery, and this is a useful document that shows positive commitment to improvement, for example the future improvement of the garden area. However, the nursery's formal use of an established system of self-evaluation has not been fully implemented. All other required documentation is up to date and readily available.

The setting works extremely closely with parents and is developing systems to establish supportive relationships and maintain children's welfare and learning with other providers. Staff get to know the backgrounds of the children in their group, and through access to individual learning records, parents can see how their children make progress. Children's individual key persons, are also clearly identified to parents, to encourage contact and the exchange of information.

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

Children achieve and enjoy their learning because the nursery is extremely well organised. Staff effectively generate a wide range of stimulating activities, and maintain a consistent programme of activities. Key workers also use information on individual children's development and interests, to support the organisation of learning themes and topics. Throughout the nursery, children's progress with learning is effectively supported, and staff show ability in encouraging individual children. All the six areas of learning are consistently applied, and staff use effective questioning techniques, to develop children's thinking and confidence with their learning. The observation and assessment of children is very effectively organised for all children. Staff monitor the children's progress and keep clearly organised records for each child. Children's achievements are also well described, and photos are included to provide clear evidence of children's successful engagement in activities. The written assessment records are also used to inform the nursery's planning, and to establish each child's next steps in learning.

Children's development of skills, and the play and learning is well organised as the staff consider the ages and abilities of the children attending. Children benefit from activities designed to challenge their thinking and encourage active learning. Children are also given frequent opportunities to create their own play, where they can be inventive and share their ideas. Children's communication and literacy is effectively supported throughout the nursery. For example, older children are excited as they match letters to their names and all children enjoy singing and listening to stories. They have many opportunities for mark-making and using pens and pencils, including in role play areas. Children also enjoy a wide range of activities that includes problem solving and learning about counting. For example, older children enjoy exploring numbers in the nursery's maths play area. Good use is made of music and rhythm to help children count. Staff provide many opportunities for children to be creative and children are very proud to show off their large painted boxes which represent a camp fire for their role play camp site. During the activities, children successfully learn about using tools and combining materials, which greatly supports their practical skills and abilities for future learning. They have modelled clay furniture for the dolls house.

Children feel very safe within the nursery as staff take care to ensure children and their parents are made welcome and closely supported on a day-to-day basis. Their wonderful artwork is attractively displayed, which helps to boost their self-esteem. Access to the nursery is well organised to maintain children's security. The nursery also has an extremely effective range of safety measures in place, including clearly organised risk assessments, internal audits, and daily checks are made of the play environment. Issues are reported and dealt with very promptly to ensure the children's safety.

Children are successfully helped to understand how their actions effect those around them and staff are confident in managing children's behaviour. Children's personal and social development is consistently promoted. For example, during group times and story sessions, children are encouraged to sit together and listen

to others. During role play activities, children are also successfully encouraged to co-operate and share resources and play materials.

Children's healthy growth and development are successfully promoted by staff. Children have healthy and nutritious snacks and meals, which hygienically prepared on the premises. Staff take great care to help children's awareness of healthy eating, with good visual displays and activities where children learn about different foods. Frequent opportunities for physical play, such as music and movement and 'Tumble Teds', also helps to promote children's healthy growth and development. For example, push rides and rockers are well used in the baby area, and the indoor gym equipment is popular with older children. The nursery also provides children with frequent opportunities to make trips to the nearby town, and to the library, which helps to promote their awareness of the wider community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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