

Teddy Bears Day Nursery

Inspection report for early years provision

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Inspector Sue Anslow

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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

Teddy Bears Day Nursery was registered in 2010 and is run by a private provider as a limited company. It operates from five main play rooms across two floors in a detached property in Denton, Tameside. The nursery is open Monday to Friday from 7.30am to 6pm, 51 weeks of the year. All children share access to an outdoor play area. There is a ramp access at the main entrance of the nursery, which is at the rear of the building.

The nursery is registered to care for a maximum of 106 children at any one time under the Early Years Register and compulsory part of the Childcare Register. The nursery is also registered on the voluntary part of the Childcare Register and provides wrap around care for children attending the nearby Russell Scott school. There are currently 104 children, aged from birth to under eight years, on roll. They attend for a variety of sessions. The nursery supports children with learning difficulties and disabilities.

There are 19 members of staff, 17 of whom hold early years qualifications. The nursery works closely with advisors from the local authority and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make excellent progress in their learning and development through the provision of appropriate support and resources. They enjoy the wide variety of activities, set within a warm, lively and interesting environment. Good arrangements exist to promote children's health and safety and they learn to respect and value each other's uniqueness through appropriate guidance. Policies and procedures are in place to support the childcare practice and the nursery fully includes every child in the daily programme of activities. Effective steps are taken by the setting to evaluate its provision on a regular basis, and close liaison with parents and local schools is given high priority. This ensures children's welfare and learning, and the nursery's developmental plans for the future, are well targeted.

What steps need to be taken to improve provision further?

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

- provide suitable equipment at snack time.

The effectiveness of leadership and management of the early years provision

Children's safety and security is given high priority at the setting and staff follow comprehensive policies and procedures. Premises and equipment are checked

regularly and staff help children understand how to keep themselves safe through daily routines and gentle reminders. They learn to line up at the door, negotiate steps safely and evacuate the building in an emergency. Staff know and understand child protection procedures and senior staff have attended relevant training courses. Indoor and outdoor space is safe and well organised, and appropriate risk assessment records are kept and reviewed regularly. Effective recruitment and induction programmes, as well as good vetting procedures, ensure that all adults working with children are suitable.

The nursery is led and managed by a manager and deputy, who are good role models and support staff well. Advice and support from the owner, as well as early years staff from the local authority, help promote the best possible outcomes for the children. Staff are knowledgeable about their roles and responsibilities, and regular room meetings and individual appraisals ensure good communication between the whole team. Self-evaluation is ongoing and staff have almost completed the Ofsted self-evaluation form. This successfully highlights the setting's many strengths and identifies areas for future development. Staff have a good knowledge of each child's background and needs. They make the most of diversity and help children understand the society they live in. Any additional help and support is identified, and all children are welcomed and included in the warm and supportive environment.

Partnership with parents and carers is promoted and valued very highly. Information about what children know and can do is recorded by parents during the settling in period and acts as an appropriate starting point for staff to plan suitable activities to help children progress in all areas of their learning. This process is repeated when children move on to the next room in the setting, ensuring information is up-to-date at all times. Parents are kept extremely well informed of what their child has been doing, both verbally and through notices and newsletters. The management team are always available to discuss any worries or concerns and are proactive in making appropriate changes in light of parents' views. Parents are welcome to visit at any time and are encouraged to contribute towards their child's 'learning journey' through the nursery. Staff are happy to work with other professionals to improve outcomes for children and reciprocal visits between nursery staff and teachers in local schools often take place during the summer term. In this way, the nursery successfully promotes the continuity of the Early Years Foundation Stage and a smooth transition from nursery to school.

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

Children make excellent progress in their learning and development as staff are secure in their knowledge of the Early Years Foundation Stage. Information regarding the children's interests, abilities and needs is used to help them take the next steps in the learning process. Group rooms are well organised and offer children access to age and developmentally appropriate activities. Planning is flexible and adapted to meet each child's particular needs. For example, following the young toddler's enjoyment in carrying around baskets of toys, staff set up a market stall with play food, price labels and cash tills, in order to extend their

interest and imagination. The 'toy town' area of the nursery provides children of all ages with an excellent range of resources for role play activities. The recent addition of a sensory room especially excites and delights young babies and toddlers as they watch the flashing lights and listen to the music. Staff evaluate the effectiveness of each activity and make regular observations of children's progress, interests and requests, in order to incorporate appropriate activities into future plans.

Children are grouped according to age and stage of development. They enjoy ample space to crawl, walk, climb, and run, both indoors and outside, and are provided with safe and suitable toys and play materials to promote their interests and enjoyment. Natural materials are used superbly well as children experiment with different objects in the water and sand trays, and feel the difference between cold rice pudding and dry cereals. They are encouraged to be independent and try things for themselves, such as choosing pictures to decorate their lockers or giving out the cups at snack time. Children of all ages enjoy warm relationships with staff, whether it is cuddles on the floor or help with computer games. They learn through play and appropriate support and guidance from staff. Numbers and letters are displayed in various ways around the rooms and incorporated into daily games and activities. They excitedly watch a spider found in the sink, deciding whether it is large or small and trying to count the number of legs. They enjoy using sign language to say 'hello' to each other at circle time and they proudly recite numbers in Spanish, which they have learnt from the teacher who comes in. Stories and rhymes are part of everyday activities and each group enjoys access to books and comfortable, cosy places to sit and read. Children learn about nature and the world around them through watching the changing seasons outside, learning about different cultures and celebrating festivals. They make cards for special occasions and thoroughly enjoy tasting foods from different countries.

A good understanding of the welfare requirements, along with effective routines and procedures, ensure children are well cared for, safe and healthy. They enjoy and benefit from a well-balanced menu of freshly prepared meals and snacks, although snacks are often served to children without plates or napkins. Any sickness or injuries are managed well and parents are informed of any infectious conditions within the nursery. Premises are clean and safe, and children benefit from a wide range of resources, with a good balance of free play and structured activities. The recently refurbished outdoor play area provides superb facilities for children to practise their physical skills. They can climb up the climbing frame, ride round on bikes and scooters, play in the sand, dig in the soil or go camping in a tent. They can sit on an oversized wooden throne or a small mushroom, play the cymbals with wooden sticks or watch themselves in the mirror. Children are well behaved and receive lots of praise and congratulations for their efforts and achievements. They are happy and well occupied, friendly and articulate, kind to others and helpful.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	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

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