

Teddy Bears Nursery

Inspection report for early years provision

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Inspector

Lisa Parkes

Setting address

Teddy Bears Nursery, Wesleyan Reform Church, Heath End Road, Nuneaton, CV10 7HG

Telephone number

0797 4627912 (and 02476736319)

Email

Type of setting

Childcare on non-domestic premises

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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

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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 Nursery was registered in 1983 and operates from a church hall in Nuneaton. A maximum of 37 children aged from two to five years may attend at any one time. There are currently 44 children on roll who attend for a variety of sessions. The nursery is open from 9am to 12pm, Monday to Friday, during school term times. There is an enclosed outdoor play area for outside play.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves families and children in the local community and surrounding areas. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery currently employs seven practitioners, five of whom hold appropriate childcare qualifications. The other two practitioners are currently working towards childcare qualifications. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high levels of care and make good progress in their learning and development. Practitioners offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children are confident, independent and clearly enjoy their time at the nursery. The nursery is led by a motivated and experienced management team who embrace the process of self-evaluation and demonstrate a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further strategies to support children in learning the value of showing care for the environment
- open up further opportunities for children to extend their creativity through imaginative play.

The effectiveness of leadership and management of the early years provision

The management team and practitioners work together as a motivated and cohesive team as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by practitioners who have completed a wide range of training to ensure they have strong

knowledge and understanding of their roles and responsibilities. All practitioners have an accurate and up to date understanding of safeguarding children issues. The manager provides very clear guidance to the staff and a comprehensive range of written policies and procedures are in place to fully support the running of the nursery. Thorough risk assessments of the areas accessed by the children are conducted and children benefit from good levels of adult supervision and attention. Robust vetting procedures are in place to ensure that children are cared for by suitable people and all children, parents and visitors to the nursery receive a warm welcome.

The management team strives to improve practice, regularly monitoring and evaluating the quality and standards at the nursery. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been fully addressed and have had clear benefits to children's experiences at the nursery, for example, children respond very well to the simple daily routine, and they are able to self-select resources, pursue their own interests and make decisions. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve as well as they can regardless of their background. The management team demonstrates a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities and those with additional and specific needs.

Partnership with parents is effective and practitioners provide regular opportunities for parents to become involved in the life of the nursery. Parents are very well informed regarding their children's care and are valued. Partnerships with other settings are well established and make a strong contribution to children's achievement and well-being. Strong links exist with schools and this ensures that transition is as seamless as possible. The nursery dedicates time for getting to know children and their families, fostering lovely relationships and helping to ensure that children settle quickly and feel secure. The manager employs a whole group approach and is enthusiastic and passionate about her role in raising standards for children. Children benefit from high levels of supervision and individual attention and they blossom at the nursery.

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

Practitioners demonstrate a strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting and well-equipped environment reflects children's backgrounds and the wider community. Precise policies and procedures ensure that children are protected and well-supported. Practitioners are well-deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. Good quality planning and organisation ensure that every child is challenged by the learning experiences provided. Activities are matched to the full range of children's needs. As a result, children make strides in their learning.

Children display a lovely sense of belonging within the nursery and all appear settled and happy. Their behaviour is good and children are beginning to show an awareness of responsibility. For example, they independently access toilet facilities, help themselves to snacks, and tidy away their toys. Children are motivated and share responsibility for decisions. They play and work harmoniously alongside their peers and build strong relationships. Children of all ages explore their surroundings with interest and receive praise from happy practitioners. Children know what is expected of them and good quality interaction and well-organised routines help them to become secure and confident.

Children are involved in learning about the world around them and gain a good understanding of healthy lifestyles, for example, they demonstrate a positive attitude towards eating healthily and exercise. Children willingly participate in a wide range of physical activities, both indoors and outside such as using hoops, balls and skipping ropes, dancing, running and sand and water play. Children are fascinated with nature; they listen out for birds, spot animals and make bird-feeders. However, children's interest in the environment is not as fully exploited as it could be, as they are not actively involved in recycling. Children of all ages regularly come across new and interesting challenges and learning is lots of fun. Children are well-equipped with the skills they need in order to secure future learning.

The current topic is The Good Life. Children engage in mini world play and explore with diggers. They make seed shaker instruments and try out the different sounds to a variety of favourite rhymes. Children handle and manipulate media and use a range of tools as they play with scoops, rakes and plant pots in the sand. Although imaginative play is woven throughout the curriculum, practitioners are currently considering new and innovative ways that this can be further developed to enrich children's learning experiences. This will have a positive impact upon children's creativity and children will be further supported to develop and build their imaginations through role play. Children learn to become independent through secure relationships with adults and all children are valued and feel part of the group. Practitioners are dedicated to their roles and create an interesting and inclusive atmosphere where children thrive.

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	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	2

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	2
The extent to which children achieve and enjoy their learning	2
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	2

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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