



Teddies Nurseries

Inspection report for early years provision

Unique Reference Number	EY288981
Inspection date	02 November 2005
Inspector	Jenny Scarlett
Setting Address	10 Chequers Road, Basingstoke, Hampshire, RG21 7PU
Telephone number	01256 462 796
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Registered person	Teddies Nurseries Ltd
Type of inspection	Integrated
Type of care	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.

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?

Teddies Nursery is one of a chain of nurseries run by Teddies Nursery Ltd. It opened in 2004 and operates from eight rooms in a large Victorian house. It is situated in the centre of Basingstoke. A maximum of 90 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 19:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged from 3 months to under 5 years on roll. Of these

11 receive funding for nursery education. Children come from a wide geographical area, as most parents travel in to work. The nursery supports a small number of children with special needs, and a number of children who speak English as an additional language.

The nursery employs 16 staff including auxiliary staff. Twelve of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively by staff who demonstrate a good knowledge of the procedures for promoting their health and hygiene. Children develop an awareness of their own needs and show independence in their personal care. They actively contribute to the development of the health and care routines such as tidying up and preparing themselves for snack and meal times and cleaning their teeth after lunch. Good procedures such as, staff consistently wearing disposable gloves and aprons for nappy changing sustain high levels of hygiene and help prevent the spread of infection. Children's individual care needs are extremely well met. Sleep and rest times are organised around their individual routines. Sick children are sensitively cared for while waiting to be collected by parents. Children are protected well through the staff's good understanding of the correct procedures to be followed if accidents occur or children require medication.

Children's healthy growth and development is being fostered as staff show a good understanding of their individual dietary requirements. Drinks are available to all children throughout the day

and staff acknowledge when young babies are thirsty. Children and babies enjoy the varied and well presented, nutritious healthy meals and meal times are a relaxed sociable occasion. Menus are produced and comply with individual children's dietary requirements to ensure children remain healthy. Babies and young children enjoy the one to one adult contact at meal times and are given time to taste, enjoy and finish their food in a relaxed and calm environment.

Children are adept in their physical skills. They demonstrate good coordination and an awareness of others, particularly when riding bikes and wheeled toys outside. Children move confidently around the setting demonstrating good spatial awareness, for example running round the train in the garden. They walk up and down the stairs; kick and catch balls, walk on stilts, and climb the wall with courage. Children take part in a range of activities in all areas of learning, which help to develop both their fine and gross motor skills. They are able to control pencils, scissors and paintbrushes with a good range of activities to develop their manipulative skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are safe, clean and well maintained. The environment is warm and welcoming to parents and their children, who are greeted individually on arrival. The individual welcome helps the children feel secure and encourages them to settle at the start of the session. Children use a good range of safe and developmentally appropriate resources. The nursery is bright and attractive with a wealth of attractive displays, informative notice boards and well presented children's art work. Playrooms are spacious and welcoming for the children. However, the lack of appropriate seating in Baby Care and Little Learners inhibits opportunities for children to sit or lie comfortably and enjoy individual stories, cuddles and feeding time with staff.

Children feel confident and secure in their environment through the good deployment of staff who work directly with them. Staff's awareness of children's developing abilities helps to ensure appropriate safety measures are in place to avoid dangerous situations and minimise risks. Children use good quality, well-maintained equipment and resources. They play safely because staff remain vigilant. Children understand in which areas of the playground they use wheeled toys and which way to run around the train because staff enforce simple safety procedures. They know to hold the banister when walking up and down the stairs and that the staff need to check the gate is properly bolted before they can access the garden. Through gentle encouragement the younger children learn not to throw the musical instruments or climb over non-mobile babies. Children and their parents share responsibility for keeping the environment safe. Parents play an active part in the safety and security of the nursery when dropping off and collecting their children. They do not allow unknown persons to access the premises. Children are encouraged to tidy up at routine changes in the day or when preparing for snacks and meal times.

Children are well protected by staff who have a sound understanding of child protection policies and procedures and give good priority to the children's welfare. Staff child ratios ensure that sufficient staff are on duty to meet the individual needs of the children throughout the day.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, relaxed and settled within the nursery. They enter the nursery happily and develop good close relationships with the staff. Children are able to rest and be active according to their individual needs and parent's wishes. Staff use the Birth to Three matters guidance well to provide a good and varied range of play experiences for babies and children under three. However, this is more effective in Teddies Baby Care than Little Learners. Children learn through play. The under threes experience a varied range of practical experiences that interest them and stimulate their developmental needs effectively. Little learners explore the sounds of the musical instruments as they tap, bang and shake the varied instruments. They thoroughly enjoy building towers with the soft play and squeal with delight as they knock them down again. Children benefit from the one to one care and key worker system receiving much individual attention. Children in Baby Care develop their

confidence in a secure environment. They learn how to climb in and out of the ball pool, explore the texture of chalk and begin to use puzzles. Younger babies experiment with the sounds of the hand made shakers. They show an interest in their environment as they lay on bean bags, explore the musical activities and chew the cloth books.

Nursery Education

Children are confident in their environment; they arrive happily and are keen to take part in activities. They thoroughly enjoy their time in the Learning Centre. Relationships are good with a happy buzz of children engaged in varied activities and including staff in their play. Children choose their favourite activities with good opportunities to select their own resources and initiate their own play. Their needs are being met through staff's sensitive and appropriate interactions that promote their self-esteem. Positive relationships are evident between staff and children and they know the children well. This reflects the caring attitudes of the staff who work positively with the children and their families to find out about the children's needs, abilities and interests when they start. Children respond to new activities and challenge with enthusiasm. They react well to the routine changes in the session. They follow clear guidelines and are aware of the expectations such as, helping tidy activities away. However, staff do not utilise the opportunities to further develop the children's independence for example, at snack and meal times. Children develop a good awareness of their own needs and a mature respect for the needs of others. They show a sound understanding and willingness to keep themselves safe and healthy through routines such as hand washing and caring for their environment. Children's behaviour is generally good. They know right from wrong and with adult support accept responsibility for their actions. Children are sensitive to the needs of others, readily share toys and resources and co-operate with each other.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a sound knowledge of the Foundation Stage. They plan and provide a good range of activities that promote children's learning towards the early learning goals. Staff provide a purposeful learning environment for the children to learn and develop as individuals. Assessments of the children are rigorous. Staff demonstrate a sound knowledge of tracking the children's progress and use the information effectively to guide planning. As a result, children learn in a stimulating, child-centred environment and are quickly becoming independent learners. Children, including those with special needs, benefit from the frequent interactions with staff. They enjoy conversations in small groups and on a one to one basis, which help develop their vocabulary and speech. Staff use good consolidation techniques through repetition, questions and revisiting topics and activities to support the children's learning.

Children's imaginary play is fostered appropriately, varied and interesting as they draw on their own experiences. Children pretend to cook and burn the dinner, dress dolls and act out the role of a teacher to read stories. They are skilful communicators as they interact with confidence, speak clearly and listen well to each other's and staff's conversations. They watch excitedly as the window cleaner cleans the windows and they discuss how he makes shadows in the sun. Children's

concentration skills are developing well as they persevere at varied activities such as drawing, creating patterns with small pegs and reading stories to each other. They learn to use numbers in every day situations and demonstrate a good understanding of the concepts of early maths. Children mark-make readily, paint purposefully and draw imaginatively as they create their own sunflower paintings after studying artwork by Vincent Van Gogh. Some children are developing an interest in writing their names. However, staff sometimes label children's creations rather than encouraging the children to do this for themselves. Children experience good opportunities to explore information and communication technology (ICT). They design and make large-scale models of trees, animals and aeroplanes using junk and large boxes. Children have good access to varied resources. The older children are naturally teaching the younger children in the use of the computer mouse, explore real items in the home corner and confidently use electronic or battery operated equipment.

Helping children make a positive contribution

The provision is good.

Partnership with parents is good. Children feel valued in the setting. Relationships are good overall. The play and education provision is organised well to ensure children have access to a varied and good range of activities both indoors and out. Children arrive at the setting happy and confident. Younger children benefit from the positive partnership staff have developed with parents. Babies settle well because staff work closely with parents to ensure they follow their individual routine. Older children quickly become absorbed in activities and seek out their friends to play with.

Parents and carers are well informed by staff. They share relevant background information, play activities and discuss children's specific needs. An informative notice board with relevant up to date business information is accessible to all parents. Staff display good information and photos relating to current topics for the Foundation Stage and Birth to Three. Children benefit from the open door policy and two way sharing of information, with good opportunities for parents to speak to staff on a daily basis. Parents receive good opportunities to contribute to the assessments made on their child and are encouraged to be involved in their learning. As a result, parents and carers have a good understanding of their child's progress.

Staff are proactive in ensuring the needs of all children are being met. They demonstrate a sound knowledge of the individual needs of the children in their care. Staff monitor the children's smooth transition for babies and toddlers into the older children's groups well. As a result children receive good support to ensure they settle and are happy in their new environment. The special educational needs coordinator (SENCO) demonstrates a sound knowledge of the fundamental principles of the code of practise. As a result, staff work together with parents, carers and other professional bodies to organise the environment and plan appropriate activities to ensure the children take part at a level appropriate to their needs. Children develop a positive attitude to others through varied positive images displayed around the setting and outings within the community. This positive approach fosters children's spiritual, moral, social and cultural development.

Children benefit from staff who adopt a consistent and positive approach to the management of their behaviour. As a result, children's behaviour is well managed. They become aware of the routines and procedures and know what to expect in response to the routine changes in the session. Children know right from wrong, they are sensitive to the needs of others, readily share toys and resources and co-operate with each other.

Organisation

The organisation is good.

The provision for the quality of leadership and management is good. Children's care is enhanced by the setting's effective organisation. Staff working with the children demonstrate a sound knowledge and understanding of childcare. They understand and follow the settings robust policies and procedures to take appropriate steps to protect children, promote their well-being and support their development. As a result, overall, the needs of the range of the children are met.

Staff observe children's development and learning and keep detailed informative records that help them to meet their needs. Children's records are openly shared with parents and their contributions valued to help them develop to their full potential.

Staff demonstrate a good understanding of their roles and responsibilities with relevant induction procedures and opportunities to receive further training. This is used to help develop their skills in organising provision that meets the children's needs, keep them healthy and safeguarding their welfare. The manager is well informed about Early Years and is continuing to develop a strong staff team within the nursery. The senior management team monitor and evaluate the provision through regular meetings, training and promoting the personal development of all the staff. This results in a happy and focussed team who work effectively meeting the personal development and achievements of all the children.

Improvements since the last inspection

The nursery have made improvements acting on the recommendation raised at the last care inspection. This was to ensure health, safety and hygiene practices are in place regarding food preparation. All staff follow clear and appropriate health and hygiene routines and policies and procedures. As a result the children are well nourished and have their health and dietary needs met by staff, who have attended appropriate training and are knowledgeable of the correct procedures in place.

Complaints since the last inspection

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. There have been no complaints made to Ofsted since the last inspection.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- provide appropriate seating in the Baby Care and Little Learners rooms for adults so that they can feed and work with children comfortably

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):

- extend opportunities for children to further develop their independence skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk