



Teddies Nurseries

Inspection report for early years provision

Unique Reference Number	127476
Inspection date	16 January 2006
Inspector	Vanessa Wood
Setting Address	North Lodge, Queens Road, Maidstone, Kent, ME16 0JN
Telephone number	01622 691700
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Registered person	Teddies Nurseries
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 Nurseries (Maidstone) is one of a chain of nurseries owned by BUPA. It opened in 2000 and operates from a large house in Maidstone. A maximum of 54 children attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 50 Children aged from 6 months to 4 years on roll. Of these 14

children receive funding for nursery education. Children come from a wide catchment area. There are no children attending with special needs and the nursery supports one child who speaks English as an additional language.

The nursery employs 11 staff. Nine 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 wellbeing is suitably promoted because staff follow effective health and hygiene procedures. Children learn to safeguard their own health through gentle reminders from staff to wash their hands before meals and when they come in from the garden. Staff safeguard children's welfare by following appropriate procedures for dealing with minor accidents or administering any necessary medication. Children's dietary requirements are met because staff liaise closely with parents and are aware of children's individual needs. Children enjoy a nutritious hot meal every day and can select a snack from a selection of healthy options. Drinking water is always available to children and they can independently access this. There is a good outdoor play space at the nursery and all children access these areas every day. Plans show how children take part enthusiastically in a wide variety of physical activities to develop their understanding of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy an environment that is well organised, bright, cheerful and clean where they have space to move around freely and safely. Children can independently choose what they want to play with from a good range of toys. Staff ensure that toys are suitable for the age range of the children and these are regularly checked for damaged parts that can harm children. The babies play in a safe area, although this lacks domestic furniture to encourage them to pull themselves up and prepare to walk. All children use appropriate size furniture to enable them to manage tasks more easily. Children benefit from the regular risk assessment of the premises and resources made by staff to ensure the environment is safe for children. Any risks identified are swiftly made safe to ensure the children's safety. Staff have an acceptable understanding of child protection. However, new members of staff have not yet undertaken training and some staff are not clear on the correct procedure. This compromises children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Babies receive lots of cuddles and have a strong bond with their key worker which

increases their sense of well being. They benefit from routines which are consistent with their experiences at home. Children between the ages of one year and three years are confident in their relationships with staff. They begin to play happily together and with adults enjoying using resources such as play dough, chalk marking, small world toys and the home corner. Staff are beginning to use the Birth to three matters framework to offer more stimulating play experiences for children. Children's development and learning is being monitored against the four aspects in the framework and staff are developing an information pack for parent's to make them aware of what their child is learning.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a secure knowledge of the Foundation Stage and how children learn. They plan interesting activities which cover all areas of learning. Children's assessment records and focus sheets show how children are developing and show the next steps in their development and learning. However, staff do not always take the opportunity of extending planned play activities for more able children.

Children are interested, excited and motivated to learn new skills. They concentrate for long periods on individual activities that they are interested in, for example, several children spent a long time in the mark making area, drawing, writing letters and cutting shapes. Children count confidently because staff use incidental opportunities well to discuss numbers and counting for real purposes, such as when counting bricks in a tower children had made and during role play when using the telephone, children identified the numbers they wanted to dial to speak to a family member. Children explore weight, size, shape and capacity through a range of planned activities. They relate well to adults and to one another and often talk about their home life. Children work co-operatively in a group, learning to take turns and share. They are confident speakers and express their thoughts well. Staff use conversations well to extend children's vocabulary and encourage them to talk about what they are doing.

Children learn to investigate and experiment, for example, when making junk models, one child made a house for chickens that was large enough to house five chickens. Plans show that children enjoy music and cooking activities. Children have use of a computer, although this is not always ready to operate. In the summer, children grow seeds outdoors in the garden. There is a separate room for imaginary play with a very good selection of resources. However, this room is only used at certain times of the day and does not give children the opportunity for spontaneous imaginary play.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain a good understanding about the wider world through celebrating festivals such as the Chinese new year. Visits to the nearby shop help children understand the local community. Staff help children whose first language is not English feel at

ease by learning key phrases in their home language. The nursery has effective arrangements to care for children with special educational needs, although none currently attend. Children behave very well. They begin to understand right from wrong through consistent boundaries, appropriate praise given by staff for things well done and good methods used by staff to manage behaviour. Staff give clear guidance, for instance, by helping children resolve a dispute by agreeing to take turns, this helps children begin to understand the needs of others. Spiritual, moral, social and cultural development is fostered. Staff are developing a system to fully inform parents fully about the Birth to three matters framework that staff are adopting for the younger children to monitor their progress and development.

Partnership with parents is good. Children benefit from parents' involvement in their learning. Extensive information on the Foundation Stage curriculum and effective communication through newsletters, daily chats and detailed notice boards help staff and parents work together to help children make progress against the early learning goals. Parents are given a 'Smile Pack' which includes all details about the early learning goals, how staff monitor and assess children's progress and how parents can support their child's learning at home. Regular open evenings are arranged when parents have the opportunity to talk privately with their child's key worker.

Organisation

The organisation is good.

The care of the children is very well supported by the enthusiastic manager and deputy manager at the nursery. They have a clear understanding of their role and responsibilities and recognise the importance of ensuring staff have the knowledge, skills and ability to do their job well. Effective employment procedures are in place and most staff hold a childcare qualification. Staff work well together as a team to provide good quality care for children. All the required policies and procedures are in place, although some staff are not fully aware of the child protection procedure.

Leadership and Management are good. The effective planning and assessment procedures ensure children make appropriate progress along the stepping stones. Each room is organised well to allow children to enjoy stimulating, independent play. The staff are well deployed to work directly with the children, offering them good support and helping them move on in their learning. There are clear aims and objectives for the nursery to ensure the needs of all children are met.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection Ofsted recommended that the registered person improve records and procedures for recording attendance, child protection, accident and confidentiality. They were also asked to ensure the temperature of water used for hand washing is controlled and to ensure children are offered food at more frequent intervals. Record books have been changed to ensure they clearly show when children attend and the dosage of medicines given is well documented and signed by

the parent. The policy on confidentiality is in the staff hand book and all staff have been made aware of this. Children are now offered a snack in the afternoon as well as the morning and a thermostat has been installed to control the temperature of the water for hand washing. The child protection policy is in place but staff are still unsure of the correct procedure to follow.

At the last inspection of funded nursery education the provider was asked to improve the organisation of large group times to provide sufficient challenge and interest to all children, and to provide more opportunities for children to freely explore and investigate using a wider variety of resources and equipment. When the nursery is full, circle time can be split into two groups to reduce the time spent on this activity. New equipment and resources have been provided to ensure children have the opportunity to freely explore and investigate.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

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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):

- ensure all staff are aware of the child protection policy and have attended appropriate training
- consolidate use of the Birth to three matters framework by developing plans, increasing resources and making information available to parents

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):

- continue with the good plans for the Foundation Stage by ensuring activities can be extended to provide sufficient challenge for more able children.

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