



Teddies Nursery

Inspection report for early years provision

Unique Reference Number	EY304350
Inspection date	07 February 2006
Inspector	Janet Marie Thouless
Setting Address	48 Chipstead Valley Road, Coulsdon, Surrey, CR5 2RA
Telephone number	0208 763 9496
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Teddies Nursery opened in 2005. It operates from a converted infant school in Coulsdon, Surrey. A maximum of 84 children may attend the nursery at any one time. The core hours of opening are 8.00 until 18.00, however they are able to provide early drop off from 7.30am and late collection until 7.00pm by prior arrangement.

The nursery offers morning sessions from 8.00am to 1.30pm and afternoon sessions from 1.30pm to 6.00pm. The nursery is open all year round excluding bank holidays

and a week at Christmas.

There are currently 48 children aged from 3mths to under 5 years on roll. Of these 2 children receive funding for nursery education. The nursery supports children with special needs, and children who speak English as an additional language.

The children are cared for in three groups according to their age and stage of development, each group has it's own designated unit and permanent members of staff. There are two outdoor play areas, one of which is specifically for babies and young toddlers and the other for the older children.

The nursery employs 8 full-time and part-time staff. Of these, 5 staff hold relevant childcare qualifications, 1 member of staff is working towards a level 2 childcare qualification and 1 member of staff is unqualified.

The setting receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Good hygiene practice is generally well supported through everyday routines. Children know, for example, why they need to wash their hands before meal times and after visiting the toilet. However, practice is not consistently reinforced in all daily routines with the children, such as washing hands before eating. Staff have a good understanding and implement health and hygiene procedures to ensure children's health is promoted and good levels of hygiene are sustained. For instance, staff use gloves and aprons when they change nappies and they clean equipment and resources thoroughly.

Children benefit from a varied diet that takes into account their individual dietary needs. They enjoy freshly prepared meals and are encouraged to eat healthy food options, such as, fruit and vegetables to ensure healthy eating habits are established. Babies are offered food and drinks according to their individual routines. Written records ensure parents of babies are well informed about their children's food intake. Older children enjoy regular snacks and meals throughout the day. However the organisation of meal times does not at times support children's independence and drinking water is not readily available to promote a healthy lifestyle.

Children take pleasure in participating in a range of vigorous physical activity both indoor and out and develop good control over their bodies. They use wheeled toys confidently reversing and turning with good control and co-ordination. Children's fine motor skills are developing well. They are beginning to become competent when using small equipment, such as, glue sticks and scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive at the nursery happily and benefit from playing in a secure, spacious and welcoming environment. This allows them to move around and play safely. Comprehensive risk assessments identify risks and effective steps are implemented to minimise them. Staff ensure children are aware of the need to be careful when playing ball games or manoeuvring wheeled toys in the garden. There are clear systems in place for the safe arrival and departure of children. Fire drills help children become familiar with the procedures so they learn to respond quickly and safely. There are clear procedures for outings to ensure children's safety.

Babies benefit from playing in a clean, well-organised environment and have access to appropriate furniture, toys and resources. There are sufficient cots that allow babies to rest and sleep in comfort and safety and staff regularly check sleeping babies. Play areas for the older age groups are clean with good quality resources. However, resources are not organised well, which restricts children's access and the ability to make independence choices.

Staff have a good understanding of child protection issues and know how to proceed if they have concerns about a child in their care. This supports children's well being.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happy and are eager to participate in play and learning activities. They gain much from being together and learn to communicate and develop good relationships.

Staff in the baby room are warm in their interactions, give cuddles and praise, speak to children softly and calmly and babies appear very settled and happy. This fosters children's emotional well being. However, at times staff did not fully respond to children's individual needs resulting in some babies on occasions becoming a little frustrated.

Children make choices from an adequate range of resources in bright comfortable surroundings. Children and babies become competent learners as they begin to make sense of the world and express their thoughts and feelings. They show interest in all activities provided. For example, children explore salt dough making patterns and shapes and explore the texture of paint when finger painting. They delight in role play and enjoy the freedom of music and movement. However, at times staff did not fully engage children to extend learning. Staff have started to use Birth to three matters framework to plan activities for children. However, individual children's assessments have not been completed to inform planning.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and children make satisfactory progress towards the early learning goals. They are offered an adequate range of activities and experiences that

cover the areas of learning. Children enjoy taking part in themed activities, which staff present well, with positive learning intentions. However, staff do not make regular assessments to gauge children's individual progress to inform curriculum planning. This means that staff are unable to identify and plan the next steps of children's learning.

Children are happy, settled and developing positive attitudes to learning. They show good concentration and pleasure in theme related topics, such as, Three Little Pigs. They confidently talk about their ideas and experiences questioning, for example, 'why is the house made of straw' they make marks at the writing table, with older children beginning to recognise own their name.

Children enjoy looking at books, handle books correctly, turn the page carefully and show an interest in the contents. Many children count confidently and use language to talk about shape, size and quantity. They enthusiastically count when singing rhymes holding up finger to indicate the correct amount. They are confident in discussing past and present events in their own life and those of other people. Children are becoming aware about culture and beliefs and those of other people, through planned activities. Information and technology is supported with children showing great interest in the walkie-talkies used between nursery rooms.

Many opportunities are provided for children to participate in craft activities and explore media materials. They enjoy making houses of twigs, straws and bricks and making the faces of the Three Little Pigs, sticking on eyes, nose and mouth. Children develop and improve their physical skills through a good variety of experiences, which include movement to music.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the nursery and they are helped to feel a sense of belonging as they share their thoughts and experiences. Staff ensure children's needs are met and that they are fully included into everyday provision. Children are beginning to learn about different cultures as they celebrate festivals, such as, Chinese New Year. However, resources that depict positive images of culture and disability are low in numbers. Although children with special needs do not currently attend the nursery all are welcomed. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children behave extremely well; they learn to share and take turns, to negotiate and work harmoniously together. Staff reinforce their expectations consistently, for instance, when they remind children that it is not kind to push their friends and encourage them to give each other a big cuddle. Children's self-esteem is fostered when staff praise them and recognise their achievements, such as when they help tidy up or do something for themselves. Babies and toddlers experience consistent care due to effective communication between their parents and key workers, such as daily contact book. Parents are kept up-to-date with information about the provision through regular newsletters, web site, parent's notice board and daily conversation with staff.

The partnership with parents of children who receive nursery education is satisfactory. Children benefit from friendly relationships between their parents and staff, good information is given to parents about the Foundation Stage and information on curriculum planning is displayed outside group rooms. However, parents are unable to play an active role in their children's learning due to non-completion of children's assessments.

Organisation

The organisation is satisfactory.

Children feel comfortable and at ease in the nursery setting. Most staff are suitably qualified and all are appropriately vetted, due to effective recruitment procedures. Management have high regard for staff and they work well as a team. Staff training needs are identified and management effectively support staff training and development. Management have prioritised training in Birth to three matters and First Aid. Staff have a sound knowledge and understanding of child development and are able to get to know the children well, which helps children feel comfortable and secure. Policies and procedures are in place, to promote children's wellbeing

Leadership and management of the nursery education is satisfactory. There is a strong commitment to develop and improve the provision. Management have a clear vision for the nursery and are fully aware of weak areas, such as children assessments and identifying the next steps in children's learning to inform planning. Their commitment provides an inclusive nursery environment in which every child matters. The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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 consistency concerning good hygiene practice within children's daily hand washing routines. Support children's independence at meal times and access to drinking water.
- improve the organisation of toys and equipment, throughout the nursery, to promote the children's ability to make independence choices.
- ensure children's individual needs are responded to appropriately and assessments of children's progress are completed to plan the next steps in their development through play.
- ensure children have access to a broad range of resources and activities which reflect diversity.

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):

- ensure the assessment system is completed to show children's progress towards the early learning goals and use this to identify and plan for the next steps in children's learning.

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