



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122449

DfES Number: 548262

INSPECTION DETAILS

Inspection Date 08/11/2003

Inspector Name Ann Moss

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Teddies Nurseries - Esher

Setting Address 5 Wolsey Road
Esher
Surrey
KT10 8NT

REGISTERED PROVIDER DETAILS

Name Teddies Nurseries 4004505

ORGANISATION DETAILS

Name Teddies Nurseries

Address 4 Whitton Road
Twickenham
Middlesex
TW1 1BJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Teddies Nurseries (Esher) opened in 2000. It operates from four rooms situated within a converted chapel located in a residential area of Esher. Teddies Nursery serves the surrounding area.

There are currently ninety children from two to five years on roll. This includes nine funded three year olds and two funded four year olds. Children attend a variety of sessions. There are appropriate procedures in place which support children with special needs or whom have English as an additional language.

The nursery opens five days a week fifty one weeks a year excluding bank holidays.

Sessions are from 08:00 until 18:00

Fourteen part-time/full staff work with the children. Over half the staff have early years qualification to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Childcare and Partnership (EYCP).

How good is the Day Care?

Teddies Nursery (Esher) provides satisfactory care for children. The nursery is warm and welcoming with daily routines, which help children feel settled and secure. The staff are qualified and experienced childcare practitioners. The staff are guided by an agreed set of policies and procedures, which most understand and implement. All documentation is in place.

Most staff are vigilant regarding children's health. Children learn about the importance of hygiene practice through their daily routines. Effective procedures are in place to ensure children's safety. Staff cater for children's dietary needs well. Staff have experience in supporting children with special educational needs and have undertaken further training since the last inspection. Staff have a clear understanding of child protection issues.

Staff provide a range of activities to support learning and development for children aged two to five years, however planning does not provide for children's differing abilities, some activities lack challenge for the more able child. Staff give good attention to babies under one. Staff have a loving and caring attitude. They give good attention to meeting babies' individual needs for eating and sleeping. They plan activities well to give babies interesting sensory experiences and activities that promotes their language. Most staff working in all areas are interested in what children do and say; talk and listen to them praise and encourage them. Children learn right from wrong and develop an understanding of the effects of their behaviour on others, however staff's handling of behaviour is inconsistent.

Staff develop good relationships with parents and carers. Parents report that they are happy with their child's care. They receive information about the provision and the activities that staff provide, however, not all parents are well informed of their child's progress.

What has improved since the last inspection?

Not applicable

What is being done well?

- Provision for babies under one year is good. Staff give good attention to meeting babies' individual needs for eating and sleeping. They plan activities well to give interesting sensory experiences. They develop babies' language well; with song and rhyme, clapping, gestures and praise, consequently children language develops well.
- There are comprehensive policies for all health and safety issues. Staff make children's safety inside and out a high priority.
- Staff work well together as a team. They support each other well and share their skills experiences

What needs to be improved?

- the grouping and organisation of children aged 2-5 years
- the planning of age appropriate activities for children age 2-5 years
- staff's understanding and implementation of the behaviour management policy.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
12	Provide opportunities for parents to receive regular information on their children's progress.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision of nursery education at Teddies Nursery is acceptable but has some significant area for improvement. It enables children to make generally good progress towards the early learning goals in physical and creative development. However, there are weaknesses in the programmes for personal, social emotional, communication language and literacy, mathematics and knowledge and understanding of the world.

The quality of teaching has some weaknesses. Staff plan a variety of age appropriate practical activities. Children are grouped according to their age and spend most of their day divided between two rooms. Resources are adequate and organised to encourage children to make choices. All staff encourage them to talk and help to develop children's language. Free play activities for funded children are presented in an enthusiastic and lively manner, but older children are not extended or provided with sufficient challenge, particularly in aspects of literacy and mathematics.

Staff observe and make notes of children's learning. However, assessment is infrequent and not used to plan out the next steps in children's learning. The staff work as a team and there is a key worker system in place however, they lack confidence and training in the early learning goals which affects consistency in enabling children to fully progress in the Foundation Stage.

The leadership and management of the group is generally sound. There is a six monthly appraisal in place. Supervision and regular staff meetings inform the monitoring and evaluation of the quality of teaching.

The partnership with parents and carers is generally good. Parents are greeted warmly and talk with staff about their children and are well informed of future events in the nursery. Parents receive information about the early learning goals to help support their child's learning at home.

What is being done well?

- Children talk confidently in a variety of situations with adults and with each other.
- Counting is integrated into the programme.
- Relationships are generally good within the nursery and staff value children's ideas.
- A range of creative activities enables children to develop their creativity successfully.

What needs to be improved?

- update assessment to inform planning on a regular basis and ensure activities are matched to individual needs including those more able children and those who attend for less than five sessions a week.
- staff knowledge of the early learning goals particularly language and literacy, mathematics, and knowledge and understanding of the world.
- encouragement for both younger and older children to explore calculation through daily routines and practical play. Include number rhymes and songs.
- role-play situations for both younger and older children to help develop mark making skills.
- ways to provide more scientific activities and living things and look closely at similarities, differences, patterns and change. Include opportunities for children to explore technology.
- children's use and enjoyment of books, for stories and information to notice print and learning the sounds of letters and words.
- the programme for outdoor play to provide more challenge for four year old's.
- ways to involve four year olds in developing their independence through routine activities.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are confident and interested to learn. They concentrate on tasks that hold their interest. They select activities from the available resources and are learning to take care of their personal needs. However, older children are not always encouraged to be independent. Inconsistent teaching and ineffective grouping of children causes behaviour at times to be poor. They are learning to share and take turns, and at times show consideration for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are keen to communicate with staff through talk and gesture. They listen to stories, however, there are limited opportunities to use books for pleasure and information and they are not attractively displayed. Children are not sufficiently encouraged to notice print, or sounds of letters and words. Older children recognise their names and are beginning to write these, but activities such as role play are not extended to include opportunities to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are learning to count to 10 confidently and recognise, shapes, capacity and volume and use words like big and small. Whilst playing in the water tray children talked of the boats being heavy and light. However, routines and practical play situations and finger rhymes are not sufficiently exploited to extend children's understanding of adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

The current project "Our local area" helps children become familiar with their understanding of their environment. Children have opportunities to make models from construction and assemble and join together materials, but there insufficient use of technology and programmable toys. Children are learning about different cultures and beliefs. There is limited chances for children to compare objects, explore living things and look closely at similarities, differences, patterns and change.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children are given regular opportunities to balance, jump and ride trikes around the obstacles. Children enjoy climbing the climbing frame and crawling through the tunnel. Staff are on hand to give support and ensure children play safely. There is daily outdoor physical play for all children. However, the programme lacks challenge for older children. All children learn to handle scissors, pencils and paintbrushes and cutlery with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children participate enthusiastically, they draw freely and use a variety of paints and crayons. Children enjoy the role play corner. However, there is a limited variety of role play activities for all children. Children enjoyed making biscuits, mixing, touching and tasting their own work. There is some music sessions and an opportunity to explore instruments and the sounds they make. Children sing songs and enjoy using their voices.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- update assessment to inform planning on a regular basis and ensure activities are matched to individual needs including those more able children and those who attend for less than five sessions a week;
- develop staff knowledge of the early learning goals particularly language and literacy, mathematics, and knowledge and understanding of the world;
- encouragement for both younger and older children to explore calculation through daily routines and practical play. Include number rhymes and songs;
- provide role-play situations for both younger and older children to help develop mark making skills;
- develop ways to provide more scientific activities and living things and look closely at similarities, differences, patterns and change. Include opportunities for children to explore technology;
- develop children's use and enjoyment of books, for stories and information, to notice print and learning the sounds of letters and words;
- ways to involve four year olds in developing their independence through routine activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.