



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY263716

DfES Number:

### INSPECTION DETAILS

Inspection Date 14/01/2004  
Inspector Name Linda Pearce

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Teepee Day Nursery  
Setting Address Pembroke  
Bracknell  
Berkshire  
RG12 7RD

### REGISTERED PROVIDER DETAILS

Name Tee Pee Ltd

### ORGANISATION DETAILS

Name Tee Pee Ltd  
Address Pembroke  
Bracknell  
Berkshire  
RG12 7RD

## 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

The Teepee Day Nursery opened under new management in July 2003. It operates from a one storey building within the grounds of a primary school in Bracknell. The nursery has four playrooms. There is a fully enclosed outdoor area. The nursery mainly offers provision to families from the surrounding area.

The nursery accommodates 42 children aged three months to eight years, of whom no more than four may be aged over five years. There are currently 58 children on roll. This includes 5 funded three and 11 funded four year olds. The nursery accommodates children with special needs and who have English as an additional language.

The nursery opens from 08:00 until 18:00 from Monday to Friday, 51 weeks of the year.

There are currently 13 staff that work with the children, 7 of whom hold an early years qualification at level 3. The nursery also employs two cooks and a cleaner. The setting receives support from the Early Years Development in Childcare and Partnership and the National Association of Day Nurseries.

### How good is the Day Care?

The Teepee Day Nursery provides a satisfactory level of care for children. There is a well documented operational manual. This has been implemented by the new owners. A warm, welcoming environment is offered to parents and children, with lots of children's artwork on display throughout the nursery. The nursery requires general redecoration in most areas and additional storage in the baby room. However, a renovation plan is in place and both baby rooms have already been extended and redecorated. There is a wide range and quantity of resources to support developmental needs. Documentation is organised and available for inspection.

Safety measures are satisfactory with attention given to monitoring of access to the premises and daily risk assessments by staff in each room. Health and hygiene

requirements are satisfactory. However, some attention is required to identification of feeding utensils in the baby room and seating needs in the under two's room. A healthy balanced diet incorporating lots of fresh fruit and vegetables is provided in a positive social setting. A child protection policy is in place and issues are dealt with on a satisfactory level.

Children participate in a wide range of interesting and stimulating activities which are well resourced. Staff have a good rapport with the children and interact well with them during indoor and outdoor play activities. Children's behaviour is managed in a consistent and appropriate way. There are clear boundaries in place which are encouraged through planned activities and positive staff role models. Individual and special needs are considered for each child and there is a key worker system and documentation to support practise.

Parental input is valued and information is shared on a daily level through a range of mediums.

#### **What has improved since the last inspection?**

The following have been put in place as requested at the previous inspection/re-registration under new ownership; inventory of equipment, the policies and procedures relevant to change of ownership and the fire officer report.

#### **What is being done well?**

- A range of stimulating activities and pastimes are organised for the children on a daily basis. The staff encourage, plan and monitor the children's activities and developmental progress well. This is supported by groups of happy independent children actively engaged in structured and free play sessions.
- There is a broad range of resources available to the children. The children were observed happily playing and learning, within a balanced environment. Well considered planning and use of resources ensure that the children in each area of the nursery have opportunities to improve their all round developmental skills.
- Consistent behaviour management is supported by documented policy guidelines, well planned activities and routines. Positive staff role models encourage the children to be polite, co-operative and well behaved, within a happy and busy environment. Staff are patient and caring, giving lots of praise and encouragement to the children.
- Parental input is valued by the nursery and staff. Parents and staff input has been sought in support of the current nursery renovations which are underway. Parents are kept well informed of the children's progress and information is shared through discussions, diaries, children's record sheets, newsletters and the notice board. There is also a newly implemented parent group which meets on a monthly basis.
- Detailed information regarding individual and special needs of children are

recorded. Information is obtained from and shared with parents/carers and other appropriate sources to fully support specific needs.

- Freshly cooked meals are provided on a daily basis, which includes lots of raw vegetables and fruits. All meals are taken seated together in small group settings.

#### **What needs to be improved?**

- the lack of storage space in the baby room.
- availability of comfortable, inviting areas to encourage use of book sections within most rooms.
- suitability of seating to meet the requirements of all the children in the 1 to 2 year old age range.
- babies individual feeding equipment needs to be easily identifiable at mealtimes.

#### **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                                                                                                           |
|-----|--------------------------------------------------------------------------------------------------------------------------|
| 4   | Insufficient storage in some areas.                                                                                      |
| 4   | Implement improvements for the provision of comfortable reading and storybook areas.                                     |
| 6   | Implement checks to ensure that seating meets the requirements of all children in the 1 to 2 year old age range.         |
| 7   | Implement procedures to ensure feeding utensils for babies with special diet requirements are always clearly identified. |

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

### How effective is the nursery education?

The Teepee Day Nursery provides good quality education which helps children make generally good progress towards the early learning goals. Children enjoy learning through a wide range of interesting activities. They make generally good progress in four areas of learning and very good progress in personal, social and emotional development and knowledge and understanding of the world.

Teaching is generally good with some very good aspects. The sound knowledge of staff in the early learning goals enables the provision of a good range of activities to promote children's learning. Staff have effective methods of behaviour management, children respond and co-operate well. Some aspects of mathematical development, communication, language and literacy, physical play and creative play are identified as areas for improvement. Available resources and the environment are effectively used to promote children's learning in all areas.

Planning and evaluation of children's learning are in place. The information recorded is not utilised to plan for children's individual progress and to extend more able children. Children with special educational needs and English as an additional language have effective systems in place to support their development.

Leadership and management are generally good. The new management team work well together to support the staff in delivering the educational programme to the children. They encourage the staff to undertake training to update and further improve their knowledge of the early learning goals which helps in planning the curriculum for the children. The owners are committed to the continued improvement of the education provision for the children.

Partnership with parents is very good and contributes to the children's learning. Parents are given the opportunity to be involved and are encouraged to share information about their child. Parents are informed about the nursery, activities and routines by a variety of methods.

### What is being done well?

- Children's personal social and emotional development is very good. They are confident to try new activities, eager to learn and co-operate well with staff and each other. Children's behaviour is very good.
- A very good range of activities promote children's knowledge and understanding of the world. They are able to explore and investigate the natural world through a wide range of resources, have regular access to technology, and discuss events in their own lives and the wider world with supportive staff.
- Partnership with parents is very good. They are encouraged to be involved in

their child's nursery activities, share knowledge and expertise and receive regular updates on their child's progress. This helps to promote additional support at home for children's learning.

**What needs to be improved?**

- the planning and evaluation of activities to extend the abilities of more able children;
- the opportunities for children to use writing in everyday activities for a variety of purposes and to develop understanding of mathematical concepts through simple calculations;
- the planning for individual children's progress and monitoring of the effectiveness of the provision for nursery education.

**What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills, listen well and express their ideas confidently to adults and each other. They show interest and are eager and confident to try new activities. Children co-operate well with staff, understand the need to share toys and take turns and are well behaved. Children have good relationships with the staff and show kindness, respect and consideration for each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy stories and songs, listen well and join in to ask questions and share ideas. They are confident in their use of language and express themselves well using a wide vocabulary. They have a developing awareness of the link between sounds and letters for example t for toast and toys. Children have insufficient opportunities and encouragement to use writing in everyday activities for a variety of purposes and to enjoy books throughout the day.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to count up to and beyond ten and recognise numerals up to ten. They independently apply mathematical skills during play and enjoy singing number rhymes and counting in planned activities. Children enjoy matching patterns and shapes utilising mosaic tiles and construction materials and confidently use mathematical language. Children have insufficient opportunities to explore simple calculations in everyday situations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate using a good range of activities which promote their observational skills, use of their senses and provide first hand experiences. Children talk confidently about events in their own lives and have regular use of technology with a computer and educational programmes. Children have regular opportunities to discuss their environment, weather and the seasons and examine features of the natural world.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children can access a range of tools and construction materials which help to develop their hand eye co-ordination skills. They are confident and independent in their personal care and show awareness of health and good hygiene. Children have regular opportunities to access the garden area and develop their spatial awareness and physical co-ordination skills. The opportunities for children to develop large scale movements for example climbing over and under are limited at present.

**CREATIVE DEVELOPMENT**

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

Children are enthusiastic about music and enjoy singing familiar songs and experimenting with instruments and sounds during organised Kinder music sessions. They are able to express their ideas through a range of activities, media and materials for example making planets with papier mache. There are missed opportunities for extension activities for more able children. Children's choices and use of activities may be limited by insufficient information from staff at the start of each session.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure activities are provided to extend more able children, and to develop children's mathematical understanding through practical problem solving;
- provide opportunities for children to use writing in everyday activities for a variety of purposes;
- ensure assessment of children's learning is utilised to plan for individual children's progress.

*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.*