



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY153174

DfES Number: 542318

INSPECTION DETAILS

Inspection Date	12/10/2004
Inspector Name	Julie Ann Birkett

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Teddies Nursery
Setting Address	Willingale Road Loughton Essex IG10 2BQ

REGISTERED PROVIDER DETAILS

Name	Bupa Child Care Ltd Teddies Nursery
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ORGANISATION DETAILS

Name	Bupa Child Care Ltd Teddies Nursery
Address	Debden Park High School, Willingale Road Loughton Essex IG10

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 Nursery opened in 2002. It operates from purpose built premises within the campus of a secondary school and community centre in Loughton. The group serves the local and wider areas.

There are currently 62 children from birth to 5 years on roll. This includes 8 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. There are a small number of children attending who have special needs. Currently there are no children attending who have English as an additional language

The nursery opens five days a week for 51 weeks of the year. The core hours are from 08:00 until 18:00

Eleven full and part time staff and three bank staff work with the children. Over half the staff have early years qualification to NVQ level 3. One member of staff is currently working towards a recognised early years qualification.

How good is the Day Care?

Teddies nursery provides satisfactory daycare.

The manager effectively organises her time between administration and being in the nursery with staff, children and parents. She motivates staff well and meets regularly with them. The key team of staff work well together. They organise space and equipment to meet the needs of the children. The environment is bright and attractive with immediate access to the outside play area. Toys and equipment are in good order. Staff use natural materials and make some additional equipment to supplement the limited quantities and range of toys and equipment. Documentation is in good order.

There are effective health and safety procedures in place to ensure the safety and wellbeing of the children. Teddies Nurseries corporate policies and procedures are used in the nursery. Children are provided with a very healthy menu and drinks are

available throughout the day. Appropriate systems for the support of children with special needs are in place. Staff have an understanding of child protection issues.

Staff provide a warm and caring environment. They get to know children's likes and dislikes through the key worker system and liaising with parents. The staff have worked very hard on developing observation and planning systems for all the children in the nursery so that they can monitor and plan for the children's ongoing development. The children enjoy the activities provided and staff support the children's learning through play by being actively involved with them. Children's behaviour is good although not all staff are consistent in their behaviour management.

Partnership with parents is good. The reception area provides good, informative displays for parents, although copies of the policies and procedures are not readily available. Daily communication between staff and parents is open and friendly. The nursery are active in responding to parent's concerns which further promotes working in partnership.

What has improved since the last inspection?

This is the first inspection since registration.

What is being done well?

- The core team of staff are very warm and caring. They evidently enjoy being with the children and spend much of their time on the floor alongside them. This promotes the building of good relationships. The children are settled and secure.
- Staff plan and provide a wealth of opportunities for children to develop good social and independence skills from an early age. Children form good relationships, take responsibility and are confident.
- The baby care room provides a bright, colourful and interesting environment. This environment and the gentle support of staff encourages the children to explore and investigate while developing their early motor skills.
- The provision for home role play for children under three years old is very good. They are able to relive and relate their own home experiences through familiar objects as they pretend to pour tea, answer the phone and care for dolls. They are comfortable with this play, which encourages security and develops confidence and language skills.
- The menu provided for the children is excellent and promotes good eating habits for life. The food is healthy, nutritious and varied. Children eat very well. They try and enjoy a wide range of foods.

What needs to be improved?

- systems to inform Ofsted of staff changes

- implementation of behaviour management procedures
- provision and rotation of toys, equipment and play resources
- systems to enable parents to access written policies and procedures.

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 must take the following actions by the date shown

Std	Action	Date
1	Ensure that there are effective procedures in place to notify Ofsted of staff changes	01/11/2004

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

Std	Recommendation
5	Review the provision and rotation of toys, equipment and play resources to ensure that there are sufficient and a wide range available to meet the developmental needs of children from 1 to under 5 years
11	Review behaviour management practices to ensure that all staff, including cover and agency staff, students and volunteers understand and consistently apply effective ways to manage children's behaviour, taking into account their age and stage of development
12	Devise a system to make all policies and procedures available to parents at all times

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

How effective is the nursery education?

The provision for nursery education at Teddies Nursery is good. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and generally good progress in the other five areas.

The quality of teaching is generally good. Staff provide a relaxed learning environment where children enjoy a range of planned activities. However, it is not always evident what children are expected to learn from the activities and how individual children's learning will be supported or extended. Staff support and guide children's learning throughout the sessions but not all staff are confident in their knowledge of the foundation stage. This and the planning impacts on the children's learning and progress towards the early learning goals. Staff make observations of the children but do not always use this to inform the planning for the next steps. Children have many opportunities to develop good independence skills. They are secure and settled and develop good relationships with their peers and adults. Children's behaviour is good.

Leadership and management is generally good. The company management structure provides support for the staff through quality assurance visits. The nursery manager and room leader meet regularly to discuss issues. The room leader has worked hard on developing the observation and planning systems. She has plans to continue improving these by introducing a system to evaluate the effectiveness of activities provided.

The partnership with parents is generally good. Parents have access to information about the setting. They are aware that staff plan the curriculum through wall displays. Parents and staff exchange information about the children verbally and through 'While I was at home/nursery' sheets, although this information is not necessarily used towards planning the children's next steps. Children's progress records are available to parents. Parent's evenings are also available.

What is being done well?

- Children develop good skills on the computer. They are able to perform simple programmes unaided and use the mouse and keyboard with skill.
- Staff plan and provide a wide range of activities that develop the children's fine motor skills. Ultimately the encouragement of fine motor skills promotes good pencil control for children's emergent writing.
- The programme for personal care and independence is very good. Children serve themselves at snack and lunch times, manage their own coats and wash their hands.
- Staff use everyday opportunities to promote the children's social skills. The children are encouraged to take responsibility within the nursery by tidying up

and taking messages. They share, take turns and are polite and helpful.

What needs to be improved?

- staff's knowledge of the foundation stage
- planning systems to ensure that the learning intentions of activities are clear across all the areas of learning
- observation and planning systems to ensure that the more able children are sufficiently challenged.

What has improved since the last inspection?

This is the first inspection of the funded education programme.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy and settled. They have good independence skills and know the nursery routines well. They concentrate on and complete tasks. Children talk confidently about different parts of their lives. They share and take turns and work amicably together. Children are aware of their own needs and feelings and show care and concern for others. They form good relationships with their peers and staff. Their behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers and express their ideas as they play, talking about real and imagined experiences. They extend their vocabulary through everyday conversations with staff. They enjoy stories, although they have limited access to factual books. They learn about rhyme and letter sounds through books and games. They recognise their names. They develop fine motor skills in a range of activities but opportunities and resources for everyday practice of emergent writing is limited.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have regular planned opportunities to recognise number and numerals. They match and sort using games. They learn about 2 and 3D shape when they use puzzles or construction toys. They compare weight and volume in the sand and water. They measure when building towers or cooking. They learn about simple addition and subtraction when they sing number rhymes. However children, particularly the more able, are not encouraged to use everyday practical opportunities to solve number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children build with a variety of equipment and use tools well. They are proficient on the computer. They investigate materials such as sand and corn flour. They explore natural items like shells and corks for example when finding out what floats and sinks. They notice changes in the weather. They talk about past and present experiences. The more able children are not challenged to find out how things work through a wider range of objects. Children do not frequently learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate good hand eye coordination when using tools and equipment. They develop a sense of space indoors and outdoors and move with awareness of others. They use the pedal, ride on and push along toys with skill. They kick, throw and catch balls. However, the more able children are provided with insufficient challenge to develop their large motor skills further. Children notice the effects that exercise has on their bodies and begin to understand the importance of healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children join in with singing and remember a range of songs and rhymes. They use instruments, listen and move to music. They show imagination in their pretend play inside and out of doors. They use their senses when food tasting and cooking. They explore colour, shape and form through a range of construction toys and activities. However many of the craft activities are adult led and directed and children are restricted in their own individual creativity.

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

- Develop staff's understanding of the foundation stage. This refers to staff who work with the funded children and whose knowledge of the foundation stage is less sound.
- Develop the planning of the curriculum to show what children are expected to learn from activities across the six areas of learning and how individual children will be supported or extended in the activities to ensure that they build on previous learning, this is particularly relevant to providing more able children with sufficient challenge.

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.