



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 115322

DfES Number: 532071

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Sarer Marcia Tarling

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Teddies Nursery
Setting Address	24 Brampton Road Bexleyheath Kent DA7 4HD

REGISTERED PROVIDER DETAILS

Name	Teddies Nurseries Limited 4004505
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ORGANISATION DETAILS

Name	Teddies Nurseries Limited
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 Nursery Bexleyheath is one of a chain of nurseries owned by BUPA Childcare, a company providing health and care services. There has been a day nursery on the site since 1980 and has been owned by BUPA since 1999. The nursery is located in a large detached house in a residential area of Bexleyheath. There are four units: Teddies Baby Care, Teddies Little Learners Jnr and Teddies Little Learners Superstars, which are located on the ground floor, and Teddies Learning Centre located on the first floor. All the children share access to a large, secure outdoor area, part of which is for the exclusive use of the under 2 year olds. There is a car park to the front of the property.

The nursery is open each weekday from 07:30 to 18:30, with most care offered between 08:00 and 18:00 for 52 weeks of the year, except for Bank Holidays. Full and part time care is offered for up to 90 children aged from 3 months to under 6 years, of these only 36 may be under 2 years at any one time. There are currently 163 children on roll who are drawn from a wide catchment area.

The curriculum reflects the Foundation Stage Early Learning Goals, Birth to Three Matters and the nursery has adopted the SMILE active learning scheme as well as offering additional curricula activities such as French, music and movement. Staff receive support from an advisory teacher from the Bexley Early Years Development and Childcare Plan (EYDCP) and the nursery currently has 31 children age 3 years and 24 children aged 4 years receiving funding for nursery education. The nursery currently supports several children with special educational needs.

Thirty seven staff work at the nursery. Twenty seven hold a recognised childcare qualification, and four are working towards gaining one.

How good is the Day Care?

Teddies Nursery Bexleyheath provides good quality care and has just received an Accreditation Quality Award from the National Day Nursery Association. The setting is very well organised with an experienced and enthusiastic staff team. Staff

deployment, regular meetings and rotas ensure all staff are aware of their role and responsibilities. A comprehensive set of policies and procedures form an effective operational plan and all documentation is maintained to a high standard.

The environment is made welcoming with good attention paid to security and all staff are vigilant with regard to safety. Children learn about hygiene through the daily routines however some practices, regarding teeth cleaning and positions of children sleeping, do not always protect them from cross infection. The nursery has received a Gold Award from the British Food Foundation in relation to the high quality of meals it provides. Children have daily opportunities to engage in physical play in the garden.

Staff in the baby unit have created a caring and stimulating environment in line with the 'Birth to Three Matters' programme. Individual routines are observed with clear and effective procedures in place. Suitable chairs are not provided for staff whilst they feed babies. Staff caring for older children plan a stimulating range of activities across all areas of play, development and learning. Staff engage in children's play, offering support and encouragement. They actively promote equality of opportunity and are pro-active in ensuring all children are included. The nursery operates a keyworker system and staff demonstrate a good knowledge of the children in their care and have high expectations of children's behaviour, reflecting the very good behaviour observed.

There is an excellent partnership with parents. Information is shared daily on all children's progress and general routine and observations are used as a planning tool for the next steps in their children's development.

What has improved since the last inspection?

There were no recommendations set following the previous inspection.

What is being done well?

- The operational plan works well. Policies and procedures are organised and regularly reviewed. The staff are qualified, competent within their roles and have access to ongoing training. Staff are clear of their responsibilities, they meet regularly to plan and work effectively as a team.
- The nursery has a good understanding of meeting the needs of very young children. Staffing arrangements ensure continuity of care and parents are consulted about individual routines. Staff use Birth to Three Matters to plan an interesting and stimulating range of activities and resources.
- A wide range of age appropriate provision and planned activities are provided. Children have opportunities to play in small or large groups with a good balance of child initiated and staff directed activities. Children were observed to be enjoying, involved and progressing in their play.
- Mealtimes are sociable occasions with opportunities for children to serve themselves and take part in cooking activities. Staff are fully aware of each child's individual dietary requirements. Menus are well planned, prepared

from fresh ingredients and provide children with a varied, balanced and nutritious diet.

- Staff interaction with children is very good. They talk, listen and question the children, as well as re-enforcing good manners and social skills. Minimal behaviour management is required as the children are kept occupied and stimulated. Regular praise and encouragement is used by all staff enabling children to feel good about themselves and grow in confidence.
- The nursery has strong links with parents who are provided with good information about the setting. There are informative notice boards in all units and staff share daily records. Regular parent evenings and fun open days actively encourage parents involvement. Information gathered from parents is very good, they find staff friendly and approachable and value the ongoing support given to their children.

What needs to be improved?

- the provision of comfortable chairs for staff to use whilst feeding and holding babies
- the arrangements to protect children from cross infection.

Outcome of the inspection

Good

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	Provide suitable seating facilities to ensure staff can comfortably hold and feed babies appropriately;
7	Ensure that hygiene practices minimise the risk of cross infection: in this instance whilst children clean their teeth and whilst sleeping.

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

How effective is the nursery education?

Teddies Nursery provides good quality nursery education and children are making generally good progress towards the early learning goals. The programme to support children's communication, language and literacy; knowledge and understanding of the world and personal, social and emotional development is particularly good and children make very good progress in these areas.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals, they plan an interesting programme of activities, make regular assessments of children's progress and manage children's behaviour very well. The indoor environment is generally well organised, although children do not always have sufficient opportunity to select resources for themselves. Staff sit at planned activities to support children's learning, however some of these do not provide sufficient challenge for older or more able children, particularly the mathematical activities. Very good use is made of the outdoor play area, particularly during the summer months. Children who have special educational needs and those who speak English as an additional language have very good support and staff ensure that the individual needs of all children are recognised and appropriately supported.

Leadership and management is generally good. The nursery manager has built a strong and enthusiastic staff team and her management style is both supportive and empowering. An effective training programme and appraisal system is in place and staff have a positive attitude to training and personal development. Staff monitor and evaluate their practice and continue to identify areas where improvements can be made.

Partnership with parents is very good. Parents have good information about the Foundation Stage and are encouraged to share what they know about their child, They are welcome in the nursery and encouraged to be actively involved in both their child's learning and in the life of the nursery.

What is being done well?

- Staff manage children's behaviour well. They set clear rules and boundaries which children know and understand. Children are kind and caring towards each other and staff help them to understand the impact their actions have on others.
- Children's language and communication skills are very well supported. Staff spend time talking with and listening to children, they introduce new vocabulary and encourage children's interest in sounds and letters. Children enjoy talking to each other and to adults and many children are very confident when talking in a large group. Staff use Makaton signing during some circle times which children understand and can use. Children are also learning some basic French and they enjoy demonstrating their skills; singing

French songs, counting and naming parts of the body.

- Children with special educational needs (sen) are very well supported. The unit manager is also the special educational needs co-ordinator (senco) and she works in partnership with parents, the staff team, the area senco and other professionals involved in children's care. This enables her to provide individual education plans for children ensuring that their needs are recognised and met and that all children have opportunities to benefit from the activities provided.
- Good use is made of the nursery garden, especially during fine weather when the whole area can be used. Plans are in place to further improve the outdoor playspace in order to provide a wide range of challenging outdoor activities for children.
- The partnership with parents is very good. Parents are given useful information about the Foundation Stage, staff encourage parents to share what they know about their child and parents can view children's records at any time. In addition, parents can talk to their child's key worker informally if they need information or have a concern and can view records and discuss children's progress formally at planned times during parents evenings.

What needs to be improved?

- planning for children's large motor development and for mathematical learning particularly for the older or more able children
- the organisation of resources so that children can select toys and equipment for themselves particularly for art and craft work
- staff support for the full range of activities on offer each day.

What has improved since the last inspection?

At the last inspection the nursery was asked to review the format of children's records to include more use of the stepping stones to evaluate children's achievements and record their progress towards the early learning goals.

The nursery has made generally good progress; a comprehensive planning system is in place which identifies the stepping stones children are progressing through towards the early learning goals. Staff make regular assessments of children's progress and information from these assessments is considered when staff are drawing up plans. However, planning does not always take account of what the older or most able children already know and can do.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, motivated and eager to learn, they show high level of concentration and perseverance at chosen tasks. Children are friendly and sociable, have trusting relationships with staff and are forming friendships with each other. Staff have high expectations of children's behaviour and children behave very well with a high level of self-discipline. Children are developing independence and are proud of their achievements encouraged by staffs appropriate praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are skilled communicators, they enjoy conversation with each other and adults and speak confidently in a group. Many children know some basic sign language and enjoy demonstrating their knowledge of French. Many older children are able to link sounds to familiar letters and enjoy rhyming games. Group story times are enjoyed by the children who listen attentively and take part with enthusiasm. Children have many opportunities to explore writing in both planned activities and in play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children count reliably to ten and can recite numbers beyond this. They recognise and name numerals and are beginning to explore simple number operations. Some daily routines are used to support children's understanding of the importance of number/maths in daily life and a good range of play provision helps children to consolidate learning in practical ways. However, some staff concentrate their support on set 'maths activities' some of which lack challenge for older or more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a strong desire to explore and investigate, they ask questions, work through problems and are keen to try new activities. They design and build with real purpose e.g. two children building a robot they called a 'Super-plasma-snicker'. Children have good access to a range of simple technology and many children use the computers with growing skill. Children show a strong sense of belonging to the nursery and topic work helps them to learn about their community and the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence and in safety. They have access to the nursery garden twice each day for vigorous recreational play where they run, jump, skip, use wheeled toys, hoops and balls and play ring games. However, planning for children's large muscle development, particularly during the winter, is not sufficiently detailed. Children have very good opportunities to use a wide range of small equipment, tools and malleable materials which they do with growing skill and dexterity.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have good opportunities to use their imagination in the well resourced role play areas where they make up and act out stories for themselves. Regular planned music sessions help children to learn about sounds and rhythm. Good examples of children's art work displayed around the rooms show children have opportunities to use a range of art and craft materials. However opportunities for children to explore a range of media and materials for themselves in freely chosen work are limited.

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 planning for children's large motor development and for mathematical learning to provide sufficient challenge for the older or more able children
- review the organisation of resources to enable children to select toys and equipment for themselves particularly for art and craft work
- develop staff's knowledge of how to support the broad range of activities on offer each day in addition to supporting the planned 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.