



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 159337

DfES Number:

### INSPECTION DETAILS

Inspection Date 17/02/2004  
Inspector Name Patricia Ann Edward

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Teddies Nurseries  
Setting Address 113 Blegborough Road  
Streatham  
London  
SW16 6DL

### REGISTERED PROVIDER DETAILS

Name Teddies Nurseries Limited 2596369

### 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 Day Nursery opened in 2001 It operates from three rooms in a large converted church hall and is located in the Streatham area and serves the needs of the local community.

There are currently 47 children aged from three months to four years on the roll. This includes eight funded three year olds and one funded 4 year old. Children attend a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week, all year round. Sessions are from 08:00 till 18:00.

14 part-time/full time staff work with the children. 13 members of staff have early years qualifications ranging from to NVQ level 2 or 3 to CQSW. One staff member is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Teddies nursery provides satisfactory care for children.

The staff have a good understanding of safety aspects and provide a secure and welcoming environment for children and parents. However the recording procedures in place for the safe arrival and collection of children lack required detail.

Documentation and record keeping is generally good, however some policies lack the required detail. Company policies and procedures are understood and implemented well by all staff, however effective procedures are not in place to ensure that babies receive appropriate attention during feeding times.

The level of interaction between staff and children is positive and the children are forming friendships with their peers and staff

The range and quality of activities and resources provided to the children is sufficient in all rooms. There is however a lack of outdoor and physical play provisions. Resources within Little Learners and the Learning Centre areas' are not organised suitably, for ease of access, to ensure that children are encouraged to make their own choices about play and learning. There is a lack of resources and activities that positively reflect the diversity in society and anti- discriminatory practice.

A key worker system is in place, which aims to support children's' learning. This does not work effectively in all areas of the nursery. Individual children's monitoring and progress records lack information regarding future planning, to support individual learning needs. Children's behaviour is managed in a positive manner. The staff give praise and encouragement to the children who behave well, staff provide positive role models. Children are recognised as individuals, and support for children with additional needs is good. The Special Educational Needs officer needs to update her training and the policy needs to be update to have regard for the Code of Practice.

The parents are welcomed into the nursery and receive an information pack.

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

Since the last inspection, the nursery has made good progress in addressing the previous issues. Staff vetting procedure and the supervision of un vetted staff has improved and also safety issues relating to the outdoor play area and fire exits.

The nursery now ensure that vetted staff are effectively deployed throughout the day by increasing the staff team. Fire safety precautions have been improved, by developing staffs' awareness of fire safety and the garden area has been cleared to ensure there are no risks to children in the area.

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

- Warm and welcoming environment which is safe, secure, light and bright.
- Good hygiene practices in place and staff encourage and promote with the children.
- Clear boundaries are set for children, their behaviour is managed in a positive manner. The children play well together and are well behaved.
- Clear written information given to parents ensures they are kept fully informed of how the provision operates. The staff are committed to building positive working relationships with parents and spend time exchanging information with them on a daily basis.

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

- documentation covering risk assessment completed on the premises identifying action to be taken to minimise identified risks and system for recording significant incidents.

- key worker's system in Learning Centre area and the organisation of accessible resources in the little Learner and Learning centre areas'
- documentation covering observation's completed on children, medication procedure and illness and exclusion policy.
- outdoor play provisions and range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
- staff qualification's in regards to food hygiene.

### 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	Revise observation records to include future plans for children's learning, and revise key worker system in the learning area to effectively monitor children's progress.
5	Improve the organisation of resources so that they are easily accessible to children and develop outside play provision.
6	Develop documentation covering risk assessment on the premises identifying action to be taken to minimize identified risks.
7	Ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements..
7	Improve medication administration records to include parents signature once medication has been administered, and revise illness and exclusion policy ensuring parents are aware of it.
8	Ensure all staff are aware that babies should be held by carers when being bottle feed and staff in all rooms are aware of childrens' special dietary requirements/allergies.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
11	Implement a system to record any incident of physical restraint

14	Revise registration system to effectively detail times of children's arrivals and departures.
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## 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 Day Nursery is generally good and the children are making very good progress in 5 out of 6 areas of the early learning goals. They are making generally good progress in Knowledge & Understanding of the World.

The children are very happy, confident, inquisitive and extremely motivated to learn. They have a good understanding of right and wrong, are polite and play co-operatively together. The children use language articulately to express and share their thoughts and feelings and are developing very good pre-reading and writing skills. The children are confident in their use of maths. They count to high numbers, are beginning to skilfully calculate and can recognise and write numerals. The children use their imagination well in role play, but there are too few opportunities for them to independently design and create, using different resources and materials.

The quality of teaching is very good. The pre-school staff understand how to incorporate objectives for children's learning into a stimulating range of activities. The flexible and often child led approach by staff extends the opportunities for children to progress, however, the system for monitoring and recording children's progress is inconsistent and not effectively used to inform planning.

The supportive leadership ensures a consistent and reliable staff team and management are committed to on going improvement. The organisation of staff to support the pre-school room is in-effective, as is the key worker system which is confusing to parents and children. Quantities of play resources do not sufficiently support good group play, and positive images of race, gender and disability are under represented within resources.

The parents are very supportive of the nursery. They are kept informed of their child's progress, but less informed of the curriculum aims and objectives for children's learning.

### What is being done well?

- The effectiveness of the teaching enables the children to make good developmental progress. The pre-school member of staff knows the children well and provides fun and stimulating planned and spontaneous activities that foster the children's interest and motivates them to learn.
- The weekly summary reports given to parents keep them informed of the activities children have taken part in and of children's achievements.
- Pre-school staff have a very good understanding of how objectives for children's learning can be incorporated into a wide range of activities and daily routines and have familiarised themselves with the aims of the early

learning goals.

- The children relate well to each other and play co-operatively in groups. They are well behaved and demonstrate a good understanding of right and wrong.
- The children are confident and articulate. They enthusiastically join in group discussions and share their thoughts and experiences.
- The children are confident in their use of numbers and have progressed to developing a very good understanding of addition and subtraction.
- The management provide regular opportunities for staff to meet as a team, provide individual support to staff and are approachable and welcoming to parents.

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

- The organisation of staff;
  - - to provide consistent familiar support to cover shifts, breaks and absences.
  - - to ensure that children are allocated to a key member of staff who has consistent contact with the child and parent and can pass on accurate developmental progress information.
- Opportunities for children to develop their skills in the use of computers and programmable equipment.
- Resources to support good group play and positive imagery, i.e. wheeled bikes, construction and role play resources.
- Opportunities for children to independently create their own designs and choose from a wider range of tools and resources.
- The methods for assessing children's progress and use of their records to inform planning and parents.
- Information given to parents to help them understand the objectives of the foundation stage and learning intentions to help children progress to their next stage of learning.

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

First inspection for nursery education.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in this area. They have high levels of self esteem and are confident to try new activities, suggest ideas and speak and sing individually to a large group. The children are inquisitive, motivated to learn and use their increasing concentration and listening skills to persist with activities for extended periods of time. They form good relationships with adults and each other, behave well and have a good understanding of right and wrong.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are making very good progress in this area. The children initiate conversations with confidence and use complex sentences to describe their thoughts, feelings and experiences. Clear labelling encourages the children's understanding that print carries meaning, they recognise letters and can link them to sounds. The children enjoy stories and participate with enthusiasm. The children write recognisable letters and most children, including the 3 year olds, can write their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in this area. They count non-moveable objects to high numbers and are beginning to develop addition and subtraction skills. They can write and recognise numerals 1 to 9 and use number language in everyday routines and games. The children know the names of complex shapes, they understand size and use it to make comparisons and to solve practical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children are making generally good progress in this area. They explore and investigate the natural world through spontaneous discussions and activities, i.e. growing plants and looking at mini-beasts in the garden and they talk of significant past, present and future events in their lives. The lack of resources prevents children from developing their awareness of different cultures and opportunities for them to use the computer and other programmable resources are restricted.



### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

The children are making very good progress in this area. They show good awareness of space and they run, jump and climb with confidence and co-ordination. However, there are in-sufficient resources to help them develop "pedalling" skills. They use small tools safely and competently, i.e. when digging for worms in the garden and cutting fabric with scissors. The children have a good understanding of the importance of hygiene, they can name internal organs and explain how their bodies work.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

The children are making very good progress in this area. They use their imagination to initiate games and they throw themselves whole heartedly into role play and singing with developing confidence. The children explore colour and texture and participate enthusiastically in art and craft activities, but there are less opportunities for them to choose their own resources and create their own designs.

**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**

### ● KEY ISSUES

- Evaluate the current organisation of staff to ensure consistent support to the pre-school room and an effective key work system that ensures staff, children and parents can build good relationships and children's progress and development can be sufficiently monitored.
- Improve the methods for assessing children's progress and use written records and observations to plan for children's next stage of development.
- Increase resources to enable children to play together and to promote positive awareness of race, gender and disability.
- Provide parents with more information to help them understand the aims and objectives of the foundation stage of learning.
- POINTS FOR CONSIDERATION.
- Provide more opportunities for children to select their own resources to design and create independently.
- Increase opportunities for children to develop their skills in the use of the computer and programmable toys.

*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.*