



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 116191

DfES Number: 532926

INSPECTION DETAILS

Inspection Date	24/11/2004
Inspector Name	Kate Daniel

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Teddies Nurseries Ltd
Setting Address	Old School Building, The Ham Brentford Middlesex TW8 8HF

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, Brentford is one of a chain of nurseries managed by Teddies Nurseries Limited and owned by BUPA.

It opened in 1998 and operates from renovated premises located close to Brentford High Street in the London Borough of Hounslow. The premises are close to public transport systems and local amenities. The Nursery serves the local and wider community.

The nursery is open each weekday from 08:00 to 18:00 all year round. There are currently 34 children on roll of these 13 children receive funding for nursery education. The Nursery has sole use of the premises and operates on two levels. There are three group rooms, babies, toddlers and a school room. Children have access to a secure outdoor area. The nursery supports children with special educational needs and those who speak English as an additional language.

The nursery employs 14 full time staff of whom at least 50% hold relevant Early Years qualifications.

How good is the Day Care?

Teddies Nursery, Brentford provides good quality care for children.

The environment is child focused, warm and welcoming to parents. Space is well organised so that children have the freedom to move around in comfort and independently

The staff work very well as a team to provide a broad range of activities that are age and developmentally appropriate for the children attending and there is a good selection of suitable toys and resources. Children's care, learning and play are well supported by staff who interact in a caring, supportive manner, enabling children to feel happy, settled and confident in their care.

Staff are active in promoting good hygiene practice. They take positive steps to

provide a safe environment for children with a detailed risk assessment in place. There are effective policies and procedures in place with regard to health and hygiene and staff act in the best interest of children when they are ill.

Children are provided with a healthy and well balanced diet and individual children's dietary needs are acknowledged.

Staff have a sensitive approach to managing children's behaviour taking into account the age and individual level of understanding of the child. Good behaviour was observed throughout the nursery

Staff are suitably aware of issues and signs regarding child protection concerns, appropriate procedures are in place although lack all the necessary detail.

Partnership with parents is very good, parents can easily access information about the setting. Regular daily communication between staff and parents keeps them informed about their child's progress and development. Policies about the setting are shared with parents and there is a formal complaints procedure in place, although it lacks some detail.

All relevant documents and policies are in place although the attendance register in places lacks full accuracy.

What has improved since the last inspection?

There were a number of actions agreed at the last inspection which have now been addressed.

These included naming a person responsible for behaviour management issues, updating staff knowledge of child protection issues, developing an operational plan, ensuring the toilets are in good working order and updating the complaints procedure.

The completion of these actions improves the quality of care received by children .

What is being done well?

- Staff work well as a team and provide a welcoming, caring, learning environment for children with access to a good range of resources.
- Staff have a clear understanding of possible safety hazards and take the necessary steps to minimise risks to ensure children are safe and well cared for.
- Children's behaviour is good, staff have positive strategies in place to deal with behaviour management.
- Partnership with parents is very good and good systems are in place to keep them fully informed of their child's progress both verbally and in writing.

What needs to be improved?

- the maintenance of the daily attendance register
- the system for recording complaints from parents
- the inclusion in the child protection statement of procedures to follow in the event of an allegation against a staff member or volunteer

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted has received one complaint relating to National Standards 2, Organisation, National Standard 4, Physical Environment and National Standard 7, Health and Hygiene.

An unannounced visit was made on the 23rd August 2004 by an Ofsted inspector.

No evidence was found that the National Standards had been breached and the provider remains qualified for registration.

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
2	Ensure the daily attendance register is accurately completed
12	Ensure there is a local system for the recording of complaints
13	Develop the Child Protection policy to include procedures to follow in the event of an allegation being made against a staff member or volunteer.

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

How effective is the nursery education?

Teddies Nurseries provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good, although there are weaknesses in the programme for mathematics and knowledge and understanding of the world. All adults understand how children learn although their knowledge of the foundation stage and underpinning stepping stones is less secure, consequently, staff offer children attention and support in their play but teaching and questioning methods do not always sufficiently extend or challenge children's thinking. Key workers keep records of what children can do and track their progress in all areas but these are not systematically used to inform planning. Children are able to choose from a well planned range of activities, and enjoy a wide variety of experiences, but the organisation of large group times does not meet the needs of all children. Staff are positive role models as a result behaviour is good and children form warm and caring relationships with adults and peers.

Leadership and management of the setting is generally good. The manager is committed to providing good quality education for children, these aims are clearly understood by staff. Continuous improvements are made to the setting, and there are clear systems in place to monitor and evaluate the effectiveness of change although this is not always effective in practice. The staff team have complimentary skills, which enables them to work well together and ensures the smooth running of the setting.

Partnership with parents is very good. A range of information is available about the setting, funding, the foundation stage curriculum, policies and procedures. Parents are warmly welcomed and ongoing communication with key workers keeps them informed of their children's progress.

What is being done well?

- Staff work well as a team. They have clear roles and responsibilities, good communication and support each other creating positive role models and a good environment for the children
- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities.
- Partnership with parents is very good and staff have good communication systems in place to inform parents and carers of their children's development, achievements and progress.
- Staff and children have good relationships. Staff act as positive role models and treat children with respect. This is reflected in good behaviour.

What needs to be improved?
<ul style="list-style-type: none">● the staff's knowledge and understanding of the foundation stage, stepping stones and early learning goals to improve the range of teaching and questioning techniques and to make significant improvements in the programmes for mathematical development and knowledge and understanding of the world.● the planning to build on observations of what children know and can do to influence the future learning objectives for individual children● the organisation of group times to meet the educational needs of all children● the opportunities for children to explore and investigate, practice skills and set their own challenges.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, enthusiastic and persist at planned activities or in small group situations, although large group activities are not well organised. Warm relationships are evident between staff and children. Behaviour is generally good and children are able to share and play co-operatively together. However there are missed opportunities in the daily routines for children to develop their independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact confidently with both peers and adults. They have a good range of reading materials and use books independently, children handle books competently and are aware that print and pictures carry meaning. Staff encourage children to make links between sounds and letters in planned activities, but there are less opportunities for this in every day situations. Some children recognise and spell their names, but there are missed opportunities for children to write for a variety purposes

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children talk about colour, shape and quantity in everyday situations. There are regular opportunities for children to count, and some children are able to count to 10 and beyond. However insufficient attention is given to developing knowledge of number, counting skills or to develop more complex calculating skills through practical activities. There are too few opportunities for problem solving or recording mathematical findings which offers little challenge for more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children spend little time finding out how things work, they rarely spend time using the computer or exploring everyday technology. There are regular planned opportunities for children to find out about the natural world, but there are missed opportunities and insufficient questioning to extend children's thinking. Children are able to observe change for example when cooking and making dough, and they confidently select tools and appropriate materials for building and construction.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate good spatial awareness as they move confidently and imaginatively using varied large and small equipment. Children are well co coordinated and exercise control and dexterity as they safely handle tools, paint and use pencils. Children have regular opportunities for outdoor physical play. Through the planned themes children develop an understanding of how the body works and the importance of staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour, texture, shape and form through various adult led activities. Children regularly enjoy listening to a variety of different music as they take part in the daily activities. They have good opportunities to explore music and movement and play instruments. The resources in the role play area are limited, well worn and poorly presented consequently children make little use of these props to develop their imagination and recreate familiar and fantasy situations.	
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

- the staff's knowledge and understanding of the foundation stage, stepping stones and early learning goals to improve the range of teaching and questioning techniques and to make significant improvements in the programmes for Mathematical Development, and Knowledge and Understanding of the World
- the regular use of systems for recording observations to clearly identify and influence the future learning objectives for individual children to help them make progress in all areas of learning
- the organisation of group times so that the educational needs of all children are met
- the opportunities for children to investigate and explore technology

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.