



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127476

DfES Number: 517898

INSPECTION DETAILS

Inspection Date 01/07/2003
Inspector Name Malini Parmar

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Teddies Nurseries
Setting Address North Lodge, Queens Road
Maidstone
Kent
ME16 0JN

REGISTERED PROVIDER DETAILS

Name Teddies Nurseries 4004505

ORGANISATION DETAILS

Name Teddies Nurseries
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 is one of a chain of nurseries owned by BUPA. The nursery offers full day care, 07.30 to 18.00, Monday to Friday. Overnight care is not provided.

This nursery is in a large detached house on the outskirts of Maidstone with a secure play area at the front and a small area at the side of the building.

The nursery operates on two floors: babies and toddlers are cared for in separate rooms downstairs and pre-school children are upstairs.

The nursery is registered for 51 children, nine babies (3 months to 1 year), twelve toddlers (1 - 2 years) and 30 pre-school children (2 - 5 years).

The staff in charge are qualified to NVQ level three, over half of all other staff are qualified to NVQ level two, and all hold a First Aid qualification.

The nursery welcomes children with special needs.

How good is the Day Care?

Teddies Nursery offers good care for children.

Regular staff meetings, appraisals and staff expertise enable the staff to work effectively. Good records, evaluations and assessments are kept which supports planning and delivery of the activities and learning for all children, including babies. There is a varied and interesting range of activities offered to children both inside and outside. Staff respond to children's needs in a sensitive and skillful way, managing their behaviour well.

Staff give priority to ensuring the safety of children and the layout of the nursery supports this; an upgrade is intended to improve this further later in the year. Hygiene routines are good.

There is a healthy menu and positive strategies for encouraging good eating habits.

There are good relationships with parents; a good variety of information is provided for parents and staff work closely with them to deliver individual care. This ensures that children are secure, have appropriate routines and enables them to progress in their development.

Documentation is thorough: relevant information is recorded in the policies and procedures to enable good practice in many areas of work, with some minor adjustments agreed to improve practice.

What has improved since the last inspection?

The last inspection was a transitional one and this section is therefore not relevant, although there have been a series of actions taken to improve the provision.

What is being done well?

- The Nursery offers additional care for parents working long hours and is flexible in programme planning so that they can accommodate children's individual routines and needs.
- There is a good variety of activities, accessible toys and equipment to enable progression in all areas of learning.
- There is a healthy menu and positive strategies for encouraging good eating habits.
- Staff demonstrate a good understanding of behaviour management and have an excellent policy in place.

What needs to be improved?

- the documentation, so that it records full and accurate information in the register and medication records;
- the procedure for hand washing, the provision needs to be safe for children;
- the regularity with which food is offered throughout the day, especially during the afternoon between lunch and tea;
- the way in which confidential information is provided, to guide staff so that allergies and other personal information about children is not displayed;
- the Staff's knowledge and understanding of Child Protection issues.

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	maintain an accurate register at all times
6	ensure that hand washing provision is safe for children
7	ensure parents sign medication records to acknowledge the dosage administered.
8	ensure that food is offered to children at frequent intervals
12	ensure all information is treated confidentially
13	develop staff's knowledge and understanding of child protection issues

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

How effective is the nursery education?

Teddies Nursery offers generally good quality nursery education. Careful planning and effective teaching helps children to make generally good progress in five areas of learning and very good progress in physical development.

Staff's sound knowledge of the foundation stage enables them to plan an interesting and appropriate range of practical activities. The key strengths in personal social and emotional development are due to the skilful interactions of the staff in engaging children in conversations. They maximise on every opportunity to reinforce agreed learning objectives. However, whole group sessions do not always meet the needs of all the children and provide insufficient challenges for older more able children. Occasionally children's progress is hindered by a lack of sufficient resources used and examples provided to support children's learning.

Children generally behave well in response to staff's high expectations and sensitive support. Occasionally the organisation of the furniture and space prevents children's full participation because they are enclosed, causing discomfort and distress leading to disruption.

The Nursery works in effective partnership with parents. They are provided with good quality information about the nursery and are encouraged to share information about their child upon entry. There are good systems in place to keep parents informed about progress and encourage participation throughout the year.

Leadership and management are generally good. The leader and manager of the nursery liaise regularly to ensure the smooth running of the learning centre. The nursery benefits from a well structured management system. These ensure a shared understanding and a commitment to ongoing staff development. The manager regularly evaluates the practice and uses her background in teaching to provide support and guidance on the foundation stage. The nursery have recently introduced systems for evaluating activities at every stage.

What is being done well?

- Children personal social and emotional development is very good. Children are confident in their learning, showing concentration and co operation in their relationships towards their peers and adults.
- Staff make good use of the environment to help children explore the natural world. Children learn about people and places and become familiar with their immediate surroundings.
- Staff enable children to complete tasks at their own pace , children are not rushed and their request's not to participate are requested.
- Children's physical development is very good. They demonstrate skills when

using small and large equipment through regular programmed activities to develop and refine small and large muscle movements.

What needs to be improved?

- the organisation of the large group times, including furniture and resources, to provide sufficient challenges and develop interest in all children and reduce the length of time children spend waiting.
- opportunities for children to freely explore and investigate how things work and natural and living things using a wide variety of resources and equipment.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident in their learning, demonstrating concentration and cooperation in relationships towards adults and their peers. They are given regular opportunities to express their needs, ideas and feelings and are able to participate or observe. Children demonstrate a good understanding of agreed codes of behaviour. They demonstrate these skills in turn taking and sharing. Occasionally children spend too long participating in whole group activities and become restless and bored.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are fluent speakers they successfully engage in conversation and negotiate with one another and adults. The nursery have adopted a handwriting policy to encourage writing skills. Some children are able to write their names and simple words. Children develop reading skills as they absorb themselves in books and successfully recount the stories in correct sequence.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children can count beyond ten and recognise shapes in their environment and those that they are creating. Most children have a good sense of size and are able to compare quantities bigger and smaller. There are few opportunities for children to record number operations through practical activities. Staff encourage concepts of early addition and subtraction through rhymes and songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children frequently talk about past and present events in their own lives and learn about the lives of others. They have the opportunity to explore their local environment and the natural world, learn about people and places and make sense of their immediate surroundings. There are few opportunities for children to explore and investigate how things work and use every day technology in a real context within their play.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have regular opportunities to be active both indoors and outdoors. They demonstrate dexterity and agility when using small and large equipment. They move with ease and control with an awareness of each other. Children have an awareness of hygiene and know when and why they need to wash their hands.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination and are able to express and communicate their ideas to each other and to adults during their play. Opportunities to use tools and implements are offered to enable children to respond to new experiences in a variety of ways.

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

- improve the organisation of the large group times to provide sufficient challenges to develop interest in all children and reduce the length of time children spend waiting for their turn.
- provide more opportunities for children to freely explore and investigate using a wider variety of resources and equipment

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.