



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130727

DfES Number: 520011

INSPECTION DETAILS

Inspection Date 15/09/2004
Inspector Name Susan McCourt

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Teddy Bears Day Nursery
Setting Address 59 Glebe Villas
Hove
East Sussex
BN3 5SL

REGISTERED PROVIDER DETAILS

Name Mrs Susan Thomas

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

Teddy Bears Day Nursery was registered to provide full day care in 1991. It is situated in a quiet residential street in Hove close to Portslade Station. The nursery is open from 08:00 to 18:00, Monday to Friday, all year round.

The nursery has a baby unit as well as facilities for toddlers and pre-school aged children. Currently there are 63 children on roll. Twelve of these are in receipt of funded education. Children with special needs are catered for.

The building was converted to its present use with the baby unit on the first floor. There are two outdoor play areas, one of which has a safety surface.

There are 12 members of staff, all of whom are either qualified or in training. The nursery is taking part in the QUILT accreditation and receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Teddy Bears Day Nursery provides good quality care for children. Staff ratios are surpassed to ensure consistency of care for the children. The rooms are bright and stimulating places to play, and there are two well equipped outdoor spaces which have yet to be fully developed as learning environments. Policies and procedures are well organised and updated regularly.

Staff fully adhere to the safety procedures and there are regular reviews of risk assessments. Hygiene is a priority. The nursery provides snacks including healthy options and parents provide meals. These are social occasions in the nursery and staff are skilled at encouraging children to be independent. The equal opportunities policy covers all aspects of the nursery. Staff are familiar with the child protection policy and the child's welfare is paramount.

Children are grouped by age and well supported as they progress through the nursery. Staff promote the development of babies and toddlers using the Birth to

Three Matters guidance. The baby unit staff are qualified and experienced with babies. Each baby's personal routine is followed and includes varied activities, including messy play. Toddlers also have a good variety of activities available through the day and join with the older children for lunch and a whole group activity. The pre-school children have a varied day to include lots of opportunities for free play as well as small and large group activities. There is a good variety of equipment in all rooms to reflect a diverse community and the inclusion of children with special needs is a priority. Staff are positive and encouraging and children are well-behaved as a result.

Parents can have copies of policies on request and there is an informative notice board giving curriculum information. Written daily feedback is given to parents of babies and toddlers and parents of older children have verbal feedback. There is an annual parent's evening.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The management are committed to providing consistency of care for the children attending the nursery. There is always a supernumerary member of staff present in the nursery to ensure that staff breaks and annual leave do not result in children being cared for by unfamiliar adults. Well over half of the staff have appropriate qualifications and all others are working towards qualification.
- Staff encourage children to be independent in tasks such as tidying up and pouring their own drinks. Hourglasses are available for children to time their turns with popular pieces of equipment such as the computer. This helps the children to be confident and resourceful and promotes their growing sense of responsibility.
- Messy play is included in the routine of all children, including the babies. Staff provide an excellent variety of textures and materials for the children to experience as part of their sensory development.
- The staff take great care to ensure that the written information given to the parents of babies and toddlers is accurate and informative.

What needs to be improved?

- the learning environment outdoors.

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	develop the outdoor areas as learning environments.

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

How effective is the nursery education?

The provision for education at Teddy Bears Day Nursery is acceptable and of good quality. Children are making very good progress towards the early learning goals in their personal, social and emotional development and their knowledge and understanding of the world. They are making generally good progress towards their communication, language and literacy, mathematical development, physical and creative development.

The quality of teaching is generally good. The room supervisor has devised an excellent system for planning that ensures all aspects of the six areas of learning are covered. Weekly plans highlight how activities can be differentiated to provide challenge for the more able child. Children's progress is monitored by key workers and is noted for the next set of plans so that learning can be maximised. The learning environment includes tables of activities which children can use on their own, with staff on hand if any guidance is needed. Staff experience and understanding of the Foundation Stage varies however, resulting in some learning opportunities being missed.

The quality of leadership and management is generally good. The owner and manager are present in the nursery everyday and work closely together to ensure that it runs smoothly. Staff receive annual appraisals and regularly attend courses. The room supervisors are well supported and have autonomy in how their rooms are run.

The partnership with parents is generally good. Parents are given information about the Foundation Stage and the current theme or topic is outlined on the notice board. Parents are invited to provide objects related to the theme for the investigation table. At the end of the year, the key-worker gives all notes and observations on the child to the parent at a parent's evening. These notes are explained by the key-worker, although a written summary of the child's progress is not included.

What is being done well?

- Staff have created a learning environment which supports children's independence. There are tables set aside for specific mathematical, writing and art activities and free-play time includes a good variety of equipment with staff on hand to give guidance if necessary. Staff are skilled at helping the children to carry out their own ideas and make suggestions to help children develop their play. Children are articulate and busy as a result, staying with chosen activities for lengthy periods.
- Staff have made excellent progress with story times. Book corners are cosy with a variety of books and both staff and children make felt board characters to use when reading books in a large group. Children take part with interest and enjoyment and bring books from home to share in the same way.

- The room supervisor has devised an excellent system for planning and evaluation. Long, medium and short term plans are easy to follow with ideas for vocabulary and differentiation included. Children's development is clearly observed in terms of what they can do and notes are made for the next set of plans to ensure that learning progresses.

What needs to be improved?

- the consistency of all staff members' understanding and knowledge of the stepping stones
- the written information given to parents about their child's development through the year.

What has improved since the last inspection?

There were three key issues raised at the last inspection. The first was regarding the presentation of reading areas and the involvement of three-year-olds in large group story times. Staff have demonstrated a strong commitment to making stories accessible to younger children by the inclusion of props and sign language. A variety of methods, such as using puppets and felt boards, are always used at story time with the children using the props and joining in as much as possible.

The second key issue was about children's experience of the local environment and wider world. This has been mainly addressed through the use of specific topics and activities. For example, children helped to mark a map of the area with their homes and a description of what was near them.

The third key issue was to provide parents with more information about the early learning goals and the six areas of learning. Parents of pre-school children now receive this information as their child begins the Foundation Stage, and staff post current information about topics and themes on the notice boards.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff have created a learning environment where children can play independently in a variety of activities. Children are confident and active learners, joining in with large group activities and choosing what to do next. They learn skills in self-care, pouring their own drinks and helping to tidy up. Children play co-operatively and can concentrate on one activity for lengthy amounts of time. They are well-behaved, taking turns, sharing and treating each other with respect.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff create a special writing table every day and the room has numerous examples of the alphabet on the walls. Children see print on the displays in the room, but there is no print in the outdoor environment. They recognise their names at self-registration and at snack times. Staff ensure children's enjoyment of stories with a variety of props and discussion. Children learn about words that rhyme. All attempts at writing are praised. Reading and writing opportunities are included in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children join in with counting at snack time and use number names spontaneously in their play. Staff create a maths table for children to use independently and encourage children to solve problems such as finding the correct size object to fit in construction activities. Children learn about dividing and sharing out at snack time although staff missed some similar opportunities in other activities. Children learn about patterns in the natural world and in art and craft.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children go on outings to collect natural objects and bring items from home for the interest table. They play with a variety of materials including sand, lentils and clay. Children build a variety of structures including simple telephones out of cups and string. Children noted their surroundings when helping to mark a map of the area. Children use the computer independently and use other technological toys in role plays. A diverse community is reflected in the play materials and activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move in rhythm to music and chanting and take part in follow-my-leader games, copying the movements of the children in front. Staff plan a variety of physical activities indoors and out and children learn to climb, jump, balance, throw and catch. Staff teach children safety but miss opportunities to explain and give further information about how bodies work. Specific issues such as sun safety are covered in topics. Children have good control when manipulating small objects and tools.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Staff set up a table for children to use art and craft materials independently. Some displays of children's work include numerous pre-cut shapes which result in uniformity. Children learn a repertoire of songs and can choose which one to sing by selecting relevant objects from a bag. Children also sing spontaneously as part of their games. Staff set up a variety of role play activities, often related to the theme, such as a gingerbread house. Children are articulate and expressive.

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

- Ensure that all staff working with the Foundation Stage have a good understanding and knowledge of the stepping stones.
- Improve the written information given to parents about the children's development through the year.

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.