



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127673

DfES Number: 543385

### INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Margaret, Ann Sandfield

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Teddies Nurseries (Tonbridge)
Setting Address	29 Pembury Road Tonbridge Kent TN9 2JB

### 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 opened in 1999.

It operates from 4 main rooms of a single storey property in Tonbridge town centre. The pre-school services Tonbridge and other nearby towns.

There are currently 84 children from 3 months to 5 years on the roll. This includes 6 funded three and 9 funded four year olds. Children attend for a variety of sessions. The setting currently supports one child with special needs.

The group opens 5 days a week 50 weeks a year. Sessions are from 07:00 to 18:00.

There are 12 staff working with the children and 9 bank staff. Bank staff provide cover during lunch times, sick leave, holiday leave and late afternoon sessions. Over half the staff have early years qualifications to NVQ level 2 and 3. There is one member of staff who is currently working towards a recognised early years qualification.

The S.M.I.L.E. curriculum has been adopted by the group.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Teddies Nursery provides a good standard of care.

They plan and provide a range of activities and play opportunities to develop children's emotional, social and intellectual capabilities well. Premises are safe, secure, suitable for their purpose and are welcoming to children. They provide children with access to the necessary facilities, including outside play, for a range of activities which promote their development and help to create an accessible and stimulating environment. Toys, resources and equipment are suitable design and condition, well maintained and conform to safety standards. However there are

insufficient resources that portray minority groups in a positive manner.

Children are confident, independent, happy and relate well to staff and each other. However some babies do not respond appropriately to adults.

Staff take positive steps to promote safety within the setting and ensures proper precautions are taken to prevent accidents. They promote the good health of children and take positive steps to prevent the spread of infection.

Parents demonstrate they are very happy with the standard of care their children are receiving. Parents and staff share all relevant information to enable children to have their needs met in accordance with parents wishes. They are given clear information about the provision including policies and procedures and information about the setting.

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

consistency of care - addressed through appointment of new PIC and more permanent staff

SENCO currently receiving training

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

- Staff plan and provide activities and play opportunities to develop children's emotional, social and intellectual capabilities well, in order to maximise children's potential. Children are confident, independent, happy and relate well to staff and each other.
- There is 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. Staff provide furniture, equipment and toys which are appropriate for their purpose and help to create an accessible, safe and stimulating environment. The premises and outside play area are safe, secure and suitable for their purpose.
- Staff demonstrate an understanding of how they will make good use of resources and adapted play experiences to help all children take part in activities.
- Parents are well informed of their children's care and development and issues around confidentiality are complied with.
- Records are clear, comprehensive and well maintained.

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

- opportunities for staff to receive training to maintain knowledge and understanding of current child care practices on a regular basis
- the regular monitoring and review of child care practices in the baby room

- the provision of toys and resources portraying people positively from minority groups in more balanced proportions.

### 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
1	Ensure there are opportunities for staff to receive training to maintain knowledge and understanding of current child care practices on a regular basis.
3	Ensure the regular monitoring and review of child care practices in the baby room.
9	Ensure the provision of toys and resources portraying people positively from minority groups in more balanced proportions.

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

### How effective is the nursery education?

The provision is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

Staff have a generally good understanding of the early learning goals, enabling effective delivery of a well planned educational and play experience. It is imaginatively resourced and enables children to develop in all six areas of learning.

Leadership and management is generally good, although the current staff team in its present format is fairly new. The staff team in the main appeared well motivated, which impacts positively on children's play experiences and ensures they are happy, confident, interested and involved in their play.

partnership with parents is very good. Staff place a great deal of emphasis on working in partnership with parents, actively seeking parents views and encouraging them to share knowledge of their children's needs. They provide regular information about the provision and the experiences children are receiving with their parents. They actively encourage parents to share in their children's learning by providing opportunities for them to continue activities at home.

### What is being done well?

- Staff have clear boundaries for behaviour and are good role models, accepting that children have choices and respecting these choices. Children demonstrate a good understanding of rules governing activities.
- Children relating well with each other. There is a high level of quality interaction between staff and children. Staff are encouraging and respond consistently to the children, enabling them to confidently express their thoughts and feelings and explore new ideas.
- Children are developing a good understanding of the link between sounds and letters. They are given good opportunities to explore letter shapes, recognising and recreating simple patterns. Children are provided with good opportunities to recognise own name and understand the sounds their name letters make.
- Children say and use numbers in familiar context, counting from 1 - 10 confidently. Staff provide very good opportunities for children to learn to recognise numbers e.g. labels in hairdressing shop and on many activities, including fixed activities. Learning is re-enforced through computer activity.
- Children are given many opportunities to experiences and talk about objects and to learn about their environment, identifying features in the place they live and the natural world e.g. Tonbridge project and wasps nest.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● opportunities for children to learn that print goes from left to write and top to bottom</li><li>● practical activities for children to develop and an understanding of addition and subtraction</li><li>● opportunities available for children to express themselves in dance and movement</li><li>● organisation and presentation of the French lesson to meet the needs and understanding of all children.</li></ul>



<b>What has improved since the last inspection?</b>
More settled staff team and increase in resources.  SENCO is receiving training.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff build on children's confidence and self-esteem by being sensitive to their needs and knowing them well. Children demonstrate high levels of concentration and sit well. They are interested and entirely involved with their learning. Children choose between activities, select resources for themselves and learn to take care of their personal needs. Children demonstrating a good understanding of agreed codes for groups working together harmoniously. They relate well to their peers.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well. There is a high quality adult to child interaction. Staff give very good support in developing children's spoken language. Good use is made of opportunities to extend language, including the use of role play to notice print and to write for different purposes. However, staff missed opportunities to demonstrate to children how print is formed. Staff use very good questioning techniques, which encourage children to communicate their thoughts and feelings.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are talking about, recognising and recreating simple patterns. They demonstrate a sound knowledge of counting, saying and using numbers in familiar context, counting confidently. However, insufficient practical activities are provided for children to develop an understanding of addition and subtraction. Staff provide very good opportunities for children to learn to recognise numbers enabling them to practice their competences in a computer game.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children extend their understanding in this area through a stimulating range of practical activities. They talk confidently and enthusiastically about events in their own lives and those of others. However, some children involved in the French lesson appeared not to understand the purpose or activity rules. They are given very good opportunities to learn about their environment and identify features in the place they live and the natural world and talk about these features.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with a wide variety of tools and equipment to develop their manipulative skills. However there are less planned opportunities for children to experience dance and movement. Children move around confidently, imaginatively and safely with control and co-ordination.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children experience a good range of media and materials whereby they can explore texture, shape and colour. Children provided with varied and interesting opportunities to use their imagination creatively in role-play activities, in small group work and story time, including writing their own stories. Children sing songs with enjoyment and meaning.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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**

- 1. develop opportunities for children to learn that print goes from left to write and top to bottom
- 2. introduce practical activities for children to develop and an understanding of addition and subtraction
- 3. review the organisation and presentation of the French lesson to meet the needs and understanding of all children

*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.*