



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123184

DfES Number: 531748

INSPECTION DETAILS

Inspection Date 13/04/2004
Inspector Name Judith Mary Scott

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Teddies Nurseries Ltd
Setting Address Dunsthill Mill
21 Riversdale Drive
London
SW18 4UR

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 Nursery, Southfields opened in 1997 and is part of the Teddies nursery chain nationwide. It operates on the ground floor of a converted mill, that has recently been refurbished. The building has a baby unit and sleep room, two play rooms, plus kitchen and toilet facilities, storage and an office. There is an enclosed outdoor play area. The nursery serves the local community and is located in Southfields, close to Earlsfield railway station.

There are currently sixty eight children aged from six months to under five years on roll. This includes seven funded three year olds and one funded four year old. Children attend a variety of full and part time sessions. The setting currently supports two children with special needs. There are no children who speak English as an additional language at the moment.

The nursery opens five days a week, fifty one weeks a year. Sessions are from 8.00 to 18.00.

Fifteen members of staff work with the children, one of whom is part time. Thirteen members of staff are qualified to NNEB, NVQ level 2 and 3, plus teaching qualifications. The two other members of staff are currently working towards a recognised early years qualification. There are also visiting extra curricula staff. The nursery employs a cook and a cleaning service. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Teddies Nursery, Southfields provides good quality care for children.

The nursery offers a warm, welcoming and friendly environment for children and their families.

Space is utilised and well organised to meet children's needs. The deployment of staff, using a key worker system, leads to positive and consistent care for the

children, who are happy and settled. There is a flexible but organised daily routine that includes free play and planned activities, meal times, naps and quiet times, outdoor play and local outings. Provision for children under two is sensitive to their individual care, play and learning needs. Information is regularly exchanged with their parents. Effective systems for security are in place including the safe arrival and collection of children. Staff have a good awareness of safety issues inside and outside the provision and understand the importance of good hygiene routines. The kitchen has recently been refurbished but is yet to be checked by the Environmental Services.

The nursery offers a range and balance of suitable and age appropriate play activities and learning opportunities. Emphasis is placed on developing and encouraging pre-school, language and social skills. There is a selection of toys, books, resources and play materials that support the needs of children and provide opportunities for creative, imaginative, constructional, physical and social play. This is currently being extended further. The staff are responsive to children's needs, interests and experiences and involve themselves in their play and discussion.

Staff strive to be friendly and approachable and build good relationships with parents. Good communication is felt to be essential and there is a regular exchange of verbal information, plus the use of day books. Records are generally well maintained, however, some lack the required details. Policies and procedures are not freely available to parents.

What has improved since the last inspection?

Seventeen actions were made at the last inspection. Health and safety issues relating to the maintenance of equipment, provision of a staff room, the access to the kitchen, adequate storage space for outside equipment and the outdoor play area have been addressed. Actions relating to implementing the early learning goals and extending play provision and resources are ongoing. Actions relating to staffing ratios, visitors' records, accident records and obtaining child protection information have been carried out.

The actions relating to the kitchen meeting environmental services requirements and staff undertaking basic food hygiene training are also ongoing.

What is being done well?

- The key worker system effectively promotes positive and consistent care for the children.
- Many instances of positive interaction observed between staff and children. The staff are responsive to children's needs, interests and experiences and involve themselves in the children's play and discussion.
- Children's behaviour is managed in a caring and consistent manner, with clear boundaries and using suitable and age appropriate strategies. Children respond well to the staff's requests and guidance.

- The provision for children under two years is sensitive to their individual care, play and learning needs. The under two's are in a bright, secure and interesting environment that allows space for activities and experiences to develop physical control.
- Children are interested in the activities provided and play happily. The enclosed outdoor play area is well used and regular visits are made to the local park.
- Suitable arrangements are in place to meet children's specific and special dietary needs and the nursery shows a positive attitudes towards caring for children with special needs.

What needs to be improved?

- recordkeeping: details of extra curricula staff to show CRB status, visiting children to be included on the room register, complaints procedure to be updated with correct Ofsted details, more information, policies and procedures to be made available to parents,
- the refurbished kitchen to meet environmental services requirements,
- implementation of confidential incident recording system and development of 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
14	Ensure recordkeeping includes details of extra curricula staff's CRB status, visiting children are included on the room register, the complaints procedure is updated with the correct Ofsted details and more information, policies and procedures are made available for parents
7	Ensure the refurbished kitchen meets environmental services

	requirements
13	Ensure a confidential incident recording system is implemented and 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 Nurseries provides acceptable and good quality education where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. There is a good range of planned activities, although not all staff have a sound understanding of the early learning goals and how to extend children's learning through play.

Physical development is supported by excellent opportunities for planned music and movement sessions.

There are too few opportunities for children to make progress in some areas of creative and mathematical development and within the programme for knowledge and understanding of the world. Art

Staff observe and make notes of children's progress in some areas of learning, however their written observations do not relate to all six areas of the early learning goals or identify future learning objectives for individual children that are shared with parents or linked to planning.

Personal, social and emotional development is supported by the good relationships children have with the staff and each other, although not all staff give children clear explanations of behaviour to help them learn what is right and wrong and why.

There are good systems in place to support children who have special needs and English as an additional language.

The management of the nursery is very good. The newly appointed manager has been particularly effective in evaluating the quality of teaching and establishing future objectives for improvement. Staff work well as a team and there is an on-going programme for staff training and development.

The partnership with parents is generally good. Staff make themselves available to parents on a daily basis and there are formal and informal opportunities to discuss children's progress. Parents receive good information about the routine and activities, and there are plans to provide detailed information about the foundation stage curriculum and help parents to understand it.

What is being done well?

- Children form good relationships with staff and each other and work together harmoniously.
- Staff work well as a team and are supportive of each other. They provide good opportunities for children to develop independent skills and for three

and four year olds to complete organised activities in small groups.

- Good management and committed staff ensures ongoing improvements by self assessment and staff development.
- Parents receive good information about the setting and are well informed about the routines and activities.

What needs to be improved?

- the staff's understanding of the early learning goals and how to extend children's learning through play.
- the assessment and record keeping system to establish future learning objectives for individual children that are shared with parents and linked to planning.
- The opportunities for children to make progress in mathematical, and creative development and within the programme for knowledge and understanding of the world.
- the knowledge of all staff to ensure children are given clear, consistent explanations to help them understand what is right and wrong and why.

What has improved since the last inspection?

The provision has made limited progress with implementing the key issues since the last inspection.

Key issue one:

Include within the planning of language and literacy, opportunities for children to recognise the letters of the alphabet by shape and sound and to associate sounds with patterns in rhymes with syllables, and words with letters. Develop opportunities for children to recognise and write their own names.

Staff provide good spontaneous opportunities throughout the day for children to recognise the sounds of letters, however, there are too few planned opportunities for children to associate sounds patterns in rhymes with syllables, and words with letters of the alphabet.

Name cards are used during some activities such as lunchtimes for children to recognise and find their own name. Staff support children to identify their name through the sounding of letters of the alphabet. Children have the opportunity to write their own name within organised activities, however, there are too few planned opportunities for children to develop their writing skills in practical activities, and to use writing for different purposes in all areas of play.

Key issue 2

Increase opportunities for the children to recognise and use numbers to ten.

There are too few planned opportunities for children to recognise and use numbers up to ten within practical activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They work well as part of a group, and show enthusiasm when taking part in organised activities. They select resources for themselves and work independently. Children develop good personal independence, form positive relationships with each other, and express their needs and feelings in appropriate ways. Not all staff give children clear explanations to help them understand what is right and wrong and why.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area. They are beginning to use story language when re-telling narratives, and know how to use books for enjoyment and to locate information. Children interact, talk and negotiate with others and use language to imagine and recreate roles and experiences. Children know the initial sound in words, and can write recognisable letters correctly formed, although there are too few opportunities for children to use writing for different purposes in play.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress is limited by some significant weaknesses. They count reliably up to ten and join in with number rhymes and songs, however there are too few planned and spontaneous opportunities to use mathematical language in all areas of play. There are too few planned opportunities for children to use positional and size language, to talk about shapes, identify similarities and differences, and in practical activities to begin to use the language involved in adding and subtracting.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress is limited by some significant weaknesses. They find out and identify some features of living things, although there are too few opportunities for children to talk about the features they like and dislike in their own environment. There are too few planned opportunities for children to use the computer and programmable toys to support their learning, ask questions about why things happen and how things work, and describe simple features of objects and events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They show awareness of space around themselves and others, and move with control and co-ordination. They have a good awareness of their own needs. They use a range of small and large equipment. There are good opportunities for children to develop skills in climbing, balancing, manoeuvring and steering through planned movement sessions and the use of outside play resources.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children's progress is limited by some significant weaknesses. They make constructions, collages, paintings, drawings and dances, sing to themselves and join in favourite songs. There are too few planned opportunities for children to explore sound and sound patterns, talk about personal intentions and describe what they were trying to do in all activities. Art activities are very adult directed, and there are too few opportunities for children to paint, and create independently.

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 all staff have a clear knowledge and understanding of the early learning goals and how to implement identified learning objectives through play.
- Ensure future learning objectives for individual children are identified, shared with parents, and linked to activities and planning.
- Improve the opportunities for children's learning in mathematical and creative development and in knowledge and understanding of the world.
- Ensure all staff give children clear explanations of behaviour that enables them to understand what is right and wrong and why.

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.