



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY252059

DfES Number: 543437

### INSPECTION DETAILS

Inspection Date 18/11/2004  
Inspector Name Claire, Alexandra Parnell

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Teddies Nurseries  
Setting Address The Former Riverhead Primary School  
Amherst Hill  
Sevenoaks  
Kent  
TN13 2EL

### REGISTERED PROVIDER DETAILS

Name Teddies Nurseries

### ORGANISATION DETAILS

Name Teddies Nurseries  
Address 4 Whitton Road  
Twickenham  
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 day nursery (Sevenoaks) has been registered since November 2002. The nursery is part of the Teddies Nursery chain in association with BUPA child care.

The nursery is purpose built in a converted school building, in the area of River in the town of Sevenoaks. The children are accommodated in five rooms on two floors. The nursery has a separate sleeping area and milk kitchen for babies. There is a fully equipped kitchen for providing meals for all children. It has a secure outdoor play area available for outdoor play.

The nursery operates for 51 weeks of the year, Monday to Friday. The core hours are from 08:00 until 18:00 but out of hours arrangements are available on request.

There are currently 117 children on role throughout the nursery. Of these ten children are funded four year olds and nine are funded three year olds. There are three children attending with special educational needs and 18 children speak dual languages or have English as an additional language.

There are 19 staff employed to work with the children, of these 14 hold relevant early years qualifications. Three further staff are currently training to level three status.

The nursery has support through the Teddies Nursery management structure, including other nursery managers, regional managers and the head office. External support comes from the Early Years Advisory Teachers and the Area Special Needs co-ordinator.

### How good is the Day Care?

Teddies Nursery (Sevenoaks) provides a good standard of daycare.

The nursery is well organised and managed, allowing effective deputising in the absence of the manager. Staff hold qualifications with further staff currently training. The environment is bright, clean and inviting. Most children are settled into rooms and appear happy and content with familiar members of staff. Children are able to

show their independence by using the bathrooms for toileting and hand washing. A full range of stimulating equipment and resources are available for all age ranges and used in an imaginative way. The documentation is kept confidentially and secure, although a few aspects can be expanded for further good practice.

The safety of the children is regularly assessed and action implemented immediately. The staff endeavour to keep the premises secure, although parents need to be reminded of the security of the site regarding unknown visitors. The health and hygiene of the children is promoted positively within all rooms. Cleaning is carried out on a routine basis with roles and responsibility taken seriously. Healthy options of food and drink are offered to all children, taking into consideration their preferences and requirements. Children's differing backgrounds are positively promoted through resources, discussion and displays. Good systems are in place to support children with special needs. Staff are fully aware of the procedures to ensure children are kept from harm.

Children are cared for according to their individual needs. Activities relate to the children's ability as well as age. Children are moved to the next room when they are able to take the challenges of further development. Their behaviour is recognised positively most of the time, although some aspects need consistency throughout the nursery.

The partnership with parents is good. Parents have a plentiful supply of information, informing them of their child's development regularly.

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

Although the nursery has not received a previous care inspection, they have received an unannounced inspection through the complaint procedures.

The nursery was given three recommendations.

The first was to review staffing ratios and numbers of children in each room. During the inspection all documentation including past and present attendance registers were checked. Each showed the time of arrival and departure of every child, with clear records of the numbers of children at the nursery at any given time. The manager also keeps a record of children in each room in the office and on file. All evidence shows that the ratios are correct and numbers of children are in line with the nurseries registration conditions.

The second recommendation was to review cleaning roles and responsibilities. Every room has a folder containing cleaning routines and who is responsible for each job. All cleaning, hygiene and health aspects were taken into account during the inspection. Cleaning and hygiene was judged to be of a good standard.

The third recommendation was to ensure staff received training regarding the use of an epipen. All staff have received training through a GP and are suitable to administer the epipen for children and adults.

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

- The nursery and staff work to flexible routines throughout the day. The children of all ages have many opportunities to choose from a variety of activities and resources. they are independent in their self help skills. particularly at toileting, washing hands and for the older children at snack time. The staff endeavour to provide individual care for children, using information gained from the parents to allow this to happen. children of all ages can freely explore their surroundings, with the subtly and positive support through effective interaction.
- The staff ratios are well managed, to ensure children have sufficient supervision and effective interaction. The staff are professional and friendly, providing a stimulating and inviting environment for the children and parents. The staff, themselves, are enthusiastic to learn and improve in their practice and use the support of the close team to pursue this through training and qualifications.
- The safety of the nursery is closely monitored and assessed through routines and responsible people. Cleanliness is also monitored, with high standards of hygiene practiced by both staff and children alike.
- The staff strive to build close and professional relationships with the parents. A full range of information is provided, with daily and weekly written details of their child's day sent home. the staff are openly receptive to ideas and advice from parents regarding the care of their children, and both discuss ways to take the children further in their development.
- Documentation is fully recorded and kept secure and confidential. however, parents are able to access regular updated information regarding their child's development form their keyworkers.

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

- the consistent implementation of positive strategies for behaviour management
- the documentation; to ensure all significant existing injuries are recorded and that evidence is recorded of parents being made aware of the time of medication administration
- the parent's understanding of the need to keep children safe by not allowing unknown visitors to enter the nursery premises without authorisation.

### **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.)**

A complaint was received by Ofsted in august 2004. The complaint was with regard to standard two and standard seven of the National Day Care Standards.

The complaint was regarding the ratios within the nursery being exceeded, that the premises were dirty, children having access to rubbish and that staff did not have the relevant training to administer an epipen.

An unannounced inspection took place to investigate the complaint.

After the investigation was complete no further action was taken and the case was closed. the provider remained suitable for registration. however, the investigation inspector gave some recommendation to improve the nurseries practice.

1. to review the staff ratios and the numbers of children in each room;
2. to review the cleaning roles and responsibilities to ensure high levels of cleanliness
3. to ensure staff received training in the correct use of an epipen.

All recommendations have been met and fully implemented.

#### **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
6	Ensure the security procedures are adhered to, particularly by the parents.
7	Ensure all significant existing injuries are recorded.
7	Ensure parents are informed of the timing of medication administration.
11	Ensure strategies for behaviour management are effective and positively implemented in all rooms.

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

### How effective is the nursery education?

Teddies Nursery (Sevenoaks) is an acceptable provision and of good quality overall. The children are making generally good progress towards the Early Learning Goals.

The teaching is generally good. Staff positively and effectively interact with the children. They ask challenging questions to extend children's thinking in most areas. Staff are good role models to the children, who in return show close affectionate relationships towards their peers and adults. The staff ensure that all aspects of the six areas of learning are covered through structured activities. Children's learning is clearly linked to the Foundation Stage, with effective use of the stepping stones to take children to the next level. The staff are knowledgeable, calm and pro-active in their teaching, using all resources effectively to promote learning through play in all areas of development. However, the planning needs to be extended to show how children's differing abilities are catered for through the activities. The staff also need to evaluate the activities that the children have participated in to show the effectiveness towards their learning.

The leadership and management is very good. The manager and staff team regularly assess and evaluate the learning and make changes. Staff attend further training to enhance their understanding of children's learning and liaise with managers and the head office to change practice.

The partnership with parents is very good. Staff gain plenty of information from parents to identify learning opportunities for each individual child. Parents have regular opportunities to be involved in the children's learning through displayed information, discussion and topic details. The educational programme, "SMILE", informs parents of the importance of learning through play and how this can be encouraged at home. Children's records of development are freely accessible on a daily basis, although more formal opportunities are available on a six monthly basis.

### What is being done well?

- The staff encourage independence and decision making in all the children. They have opportunities to build close relationships with peers and adults through good role models from all staff. They therefore have a clear understanding of other people's feelings.
- Through discussion and extended questions, the children communicate confidently, questioning why, when, how, where and what.
- The knowledgeable staff use imaginative and innovative ideas to promote children's learning in a fun and practical way.
- The children are skilled constructors. Staff discuss their designs and encourage children to think about what they are making and what it will be for.

- Through effective use of space, the children move safely within clear space and with equipment. They are aware of the safety of others as well as themselves. They are encouraged to demonstrate good skills in gross and fine motor development both indoors and outdoors. The children are enthusiastic about exercise and understand the importance of staying healthy and the effects exercise has on their bodies.
- The staff and managers are pro-active to involve parents fully in their children's learning, taking on board parent's ideas and comments. They fully evaluate and assess the educational programme and make changes where necessary.

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

- the recognition and extension of mathematical learning throughout free play activities, particularly regarding calculation
- the extension of linking letters and sounds within free play activities
- the differentiation and evaluation of activities to show the effectiveness and differing abilities within planned activities.

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

not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and sociable, willing to try new activities and have a go. They express their opinions of likes and dislikes and accept other people's opinions. They show affection and close relationships towards each other, especially when not seeing each other for a while. They make independent choices and decisions in their play and have good self help skills. The positive behaviour towards each other is due to the reciprocal relationships between staff members in the room.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

They communicate confidently, verbally and through gestures and expressions. They understand print has a meaning through books and their own writing experiences and sayings. More able children associate pre-written words with activities and can use these examples again effectively. They openly express their feelings and can negotiate through appropriate language. However there are limited opportunities for children to link sounds to letters through free play activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count to 20 and some times above, mainly through structured routine. Most children associate numbers with written numerals and the correct amount, either by counting or from memory. More able children sort size, shape and colour using shaped objects. They use positional language to describe their play, resources and familiar objects. However, there are limited opportunities for children to extend their understanding of calculation through free play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

They are inquisitive children wanting to know why, how, when, who and where, recalling past events with familiar people. They understand how to gain information using technology and use opportunities to explore their senses through a good range of resources, expressing their likes and dislikes. They construct with a full range of selectable resources using their own designs. They clearly understand different people's beliefs and culture through simplified celebrations and festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

They are confident movers in clear spaces and with equipment, negotiating space to extend their play. They use a variety of movements in association with the equipment and to music. They use effective fine motor skills through creative, mark making, construction opportunities and show good control with all resources. More able children can express the changes in their bodies after exercise.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore with colour, texture and form through a sensory corner, expressing findings with verbal reasoning and expressions. They associate music with sound and some show a good understanding of rhythm and match movements to music. They freely represent through a good choice of materials and media, describing what to use and how to use it. A written explanation backs up the children's representations. They use small world resources to act out familiar events and situations effectively.

**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**

- extend children's learning in aspects of calculation and linking letters to sounds through free play activities.
- implement the differentiation and evaluation of activities when planning, to show the effectiveness of these activities, according to children's different levels of ability, to inform the future planning of children's learning.

*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.*