



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 107079

DfES Number: 535916

INSPECTION DETAILS

Inspection Date 17/02/2005
Inspector Name Rachael Williams

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Teddies Nurseries (Bristol)
Setting Address Former Bedminster Cricket Club
Clanage Road
Bower Ashton
Bristol
BS3 2JX

REGISTERED PROVIDER DETAILS

Name BUPA Childcare Ltd 4004505

ORGANISATION DETAILS

Name BUPA Childcare Ltd
Address 4 Whitton Road
Twickenham
Middlesex
TW1 1BJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 (Bristol) opened in 1999 and operates from a purpose built setting at Bower Ashton on the outskirts of Bristol. Children who use the nursery come from a wide geographical area.

At present there are 81 children from three months to five years on roll. The nursery receives government funding for 21 children. Children are grouped according to age and individual developmental progress into four play rooms. The nursery supports children who have special educational needs.

Teddies Nursery (Bristol) opens 5 days a week, 51 weeks of the year. The core sessions are from 08:00 until 18:00. Additional hours are available from 07:30 to 08:00 and 18:00 to 19:00. Children attend for a variety of sessions.

There is a manager, a deputy and three head of unit leaders who are supported by nine qualified nursery staff. All staff have appropriate level three early years qualifications. The nursery appoints a cook who has appropriate qualifications.

The nursery are supported by the Teddies Nursery management structure which includes an advisor and mentor for the foundation stage curriculum. The nursery has implemented the 'SMILE' method of childcare. The nursery are also supported by the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Teddies Nursery (Bristol) offers high-quality provision. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have good understanding of the foundation stage curriculum and plan effectively to clearly identify what it is intended the children will learn. Staff have good knowledge of the children and support them well through the use of individual learning plans. Planning shows interesting topics supported by relevant activities, which provide a good balance of experiences. Although written plans do not provide as many activities to promote linking sounds and letters and calculation. Staff deploy themselves well and are confident to use a variety of appropriate teaching methods. Assessments clearly identify how children are progressing and are supported well by relevant observations. Behaviour is managed effectively through the use of a good range of strategies, which are consistently applied. There are good arrangements to support children with special educational needs for example, through appropriate resourcing.

Leadership and management is very good. A supportive and flexible team work well together. Staff have clear roles and responsibilities. Through an effective performance review system staff training needs are met. There are regular opportunities for staff to discuss improvements and to monitor teaching methods. Effective use is made of reviews and action plans to assess and evaluate strengths and weaknesses.

Partnership with parents is very good. Parents are well informed about the curriculum through 'SMILE' evenings and through the use of photo scrap books. There are good arrangements to share achievements and progression with parents. Good use is made of the sheets 'while I was at home' and 'how to support your child' to encourage parents to be involved in their child's learning.

What is being done well?

- Staff have good knowledge of the children's individual needs through making appropriate observations to support assessment records. Individual learning plans are used effectively to support children in the six areas of learning.
- Staff deploy themselves effectively and interact well with the children supporting their learning through effective questioning, extending their vocabulary and clear explanations.
- There are good arrangements to support children with special educational needs. Appropriate individual education plans have been established and staff are clear on how to support these children for example, through ensuring appropriate resources are available.

- Children behave well and their behaviour is effectively managed by a range of good strategies that are applied consistently. There are good arrangements to ensure children are aware of the differences between right and wrong and staff give clear explanations to support their understanding.
- Good relationships have been established with parents to ensure they are well informed about the setting and their child achievements and progression. Staff are good at encouraging parents to be involved with their child's learning.
- The nursery is well managed and there are effective procedures to ensure that the provision and staff training are assessed and evaluated regularly to ensure the very good care and education for children.
- Children's individualism is encouraged by staff through a good range of activities to explore the local environment and to be aware of cultures and beliefs.

What needs to be improved?

- planning to ensure that opportunities for children to be involved in calculation and linking sound and letter activities are clear.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children independently access activities organised by staff and are keen to try new experiences. Children are readily involved in activities for long periods of time. Children talk freely about their home experiences and make comparisons. Good relationships have been established and children are keen to support each other. Children behave well and show care and concern for living things.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well speaking clearly and engage staff in relevant discussions. Children are good at talking activities through to organise experiences for example, when building houses. Stories are listened to attentively and children follow simple instructions well. Children can identify sounds and can think of words that rhyme. They are good at selecting favourite books and handle them appropriately. Mark-making equipment and one handed tools are handled well showing good coordination.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy participating in number rhymes and are able to recite numbers in order. They confidently count objects pointing to each one and giving it the correct number name. More able children are beginning to recognise numbers to nine for example, when looking at clock faces. They are able to compare sets of objects, add one more to a set and find the total. They use size and comparative language well for example, when ordering the bears. Children are able to identify and match shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate a wide range of objects and materials confidently for example, wet and dry sand. Construction kits and recycled materials are used well to build models. Children are confident to discuss their models and to reflect and modify them. The local environment is used well and children have a good sense of place. Children are secure in their identity through good opportunities to explore cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are keen to engage in chasing games adapting their speed and direction well for example, imitating the train. Children are good at moving in a variety of ways both indoors and out. They show good spatial awareness when engaging in warm up exercises. Small equipment, such as bats, balls and skittles, are used well and children are beginning to develop new skills. Children show good coordination when using a variety of tools for example, using a spoon to serve snack.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children identify colours confidently and enjoy experimenting and mixing with them. Colours are chosen for a purpose when engaging in observational drawings. Children participate enthusiastically in singing and ring games. They play imaginatively for example, using the playhouse as a cafe. Texture and form are explored confidently for example, when creating sand doughnuts and manipulating the shaving foam.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- making sure that planning clearly identifies a wide range of activities to promote linking sounds and letters and calculation.

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.