



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 118130

DfES Number: 532469

INSPECTION DETAILS

Inspection Date	09/12/2004
Inspector Name	Shan Gwendoline Jones

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Teddies Nurseries Ltd
Setting Address	The Old Chapel, Evershed Walk Chiswick London W4 5BW

REGISTERED PROVIDER DETAILS

Name	Teddies Nurseries Limited 2596369
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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

Chiswick Park Teddies is one of 43 private nurseries run by Teddies Nurseries Limited. It opened in 1999 and operates from four playrooms in a two story building. It is situated in a residential area of Chiswick

A maximum of 59 children may attend the nursery at any one time. The nursery is opened each weekday from 08:00 to 18:00, 51 week of the year. Emergency hours are available by prior arrangement from 07:30 until 19:00.

All children share access to a secure enclosed outdoor play area.

There are currently 76 children aged from 3 months to under five years on roll. Of these 16 receive funding for nursery education. Children come from the local and wider community.

There are currently no children with special educational needs attending the nursery, one child on roll has English as an additional language.

The nursery employs 11 permanent staff, 10 of the staff including the manager hold appropriate early years qualifications and one staff member is unqualified.

Trained teacher support is available from within the Teddies organisation and from an Foundation Stage Consultant from the Early Years Development and Childcare Partnership (EYDCP). The Early Years Foundation Stage is the teaching method used for teaching children aged three to four-years-old. Staff working with children under three follow the framework that supports children in their earliest years, Birth to Three Matters.

How good is the Day Care?

Teddies Nursery provides satisfactory care for children.

The premises is spacious and well organised to facilitate a good range of activities

and the building is maintained to an satisfactory standard. There is a wide and varied selection of age appropriate toys and resources, many of the resources and toys promote children's early learning experiences, providing the potential for good variety in the children's play.

The staff have an understanding of ensuring the children's safety both inside and outside the nursery. Staffing levels ensure children are effectively supervised at all times. All required documentation is in place, but some lack the necessary detail. The manager is committed to building on her staff's knowledge and experience in childcare, by encouraging their attendance at relevant courses. However, some staff have limited knowledge of the procedures to be followed in the event of a referral of abuse, and the local area child protection procedure is not in place.

Meal times are well organised, staff sit with the children in small groups and encourage children's independence and social skills. Children are provided with well balanced and nutritious meals. Dietary needs are known and respected by staff.

The staff are good role models and have a positive attitude towards equal opportunities issues, all children are valued and their individual needs are well supported. Staff are very focussed and interested in working directly with the children and behaviour is managed effectively. Staff have a friendly and approachable manner with the children and parents.

Parents are well informed about the activities, policies and procedures of the group. Staff establish effective working relationships with parents to ensure that all relevant information about a child is shared between them on a regular basis. Overall positive comments have been received from parents as part of the inspection process.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children are well cared for and staff support children's personal, emotional and social well being. They ensure that the children are supervised at all times.
- Staff respond to children's interests and they are given choices, they relate well to others and are interested in and enjoy their play.
- The children are co-operative and the staff have consistent expectations about acceptable behaviour; they encourage good behaviour through praise and encouragement and deal with minor disputes in a sensitive manner.
- The group has a positive approach towards working in partnership with parents. Parents are able to speak to staff on a regular basis to ensure that the individual needs of their children are known and met appropriately. A parents forum has been established to further their involvement in the nursery.

What needs to be improved?

- the staffing, to ensure there is a named deputy who is able to take charge in the absence of the manager
- the amending of the complaints procedure to include the address of the regulator (Ofsted)
- the staff's knowledge and understanding of child protection issues
- the child protection procedure for the nursery to ensure it complies with local Area Child Protection Committee (ACPC) procedures.

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.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

Std	Action	Date
13	Develop staff's knowledge and understanding of child protection issues.	09/06/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure there is a named deputy
12	Amend the complaints procedure to include the address of Ofsted as the regulator
13	Ensure that the child protection procedure for the nursery complies with

	local Area Child Protection Committee (ACPC) procedures
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Teddies Nurseries provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development.

The quality of teaching is generally good, although there are significant weaknesses in the area for mathematics and knowledge and understanding of the world. Staff manage the children well and have developed very good relationships with them. Although, there are some lost opportunities from staff to effectively question and extend the children's learning. Children are able to choose from a range of activities, and enjoy a variety of experiences. However, the grouping of children is not always organised to ensure that older children get the most from the activity. Children enjoy story books and know that print is used for different purposes. Although, children do not always have the opportunity to practise their writing. Children are very confident in their fine motor skills by handling small tools, but opportunities are lost in developing children's gross motor skills. Children use their imagination very well and enjoy making up their own stories. However, children's use of musical instruments needs to be developed further.

Staff have an understanding of the stepping stones and progressing children towards the early learning goals. However, there are gaps in planning and assessment of activities and evaluation of children's progress, particularly in mathematics and knowledge and understanding of the world.

Leadership and management is generally good. The manager is committed to providing good quality education for children and the ongoing improvement of the provision.

Partnership with parents is very good. The setting is very welcoming and staff are approachable. They are welcome to speak to staff on a daily basis. Parents are provided with useful information about the setting.

What is being done well?

- children have good opportunities to develop their independence skills and they are very confident. Children are very well-behaved, interact positively with one another, share and take turns.
- children's behaviour is very good, staff provide good role models, they promote positive behaviour by reinforcement, praise and encouraging the children.
- children are interested in books and use them confidently.
- children show good imagination when acting out simple storylines and role-play together.

What needs to be improved?
<ul style="list-style-type: none">● the staff's knowledge and understanding of the foundation stage, stepping stones and early learning goals, to improve the range of teaching and questioning techniques. The planning, assessment and evaluation of children's progress and planning the next steps of children's learning● to make significant improvements in the programmes for, mathematical development, and knowledge and understanding of the world● the opportunities for children to write for different purposes and the organisation of group times to meet the educational needs of all children● the development of children's physical activities to promote gross motor skills, such as climbing and balancing● the planning of children's access to use a range of musical instruments, explore sounds and match movement to music.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and enthusiastic in participating in activities. They choose and use resources independently. They have made good relationships with adults and with their peers. Behaviour is very good, sharing and taking turns is encouraged and children are frequently praised. They concentrate and listen very well. They play without undue dependence on adults. Children are able to learn and value and celebrate each others culture, through festival celebrations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate confidently with both peers and adults. They are able to share and retell past experiences and make up their own pretend stories. They have a good range of reading materials and use books independently, children handle books competently and are aware that print and pictures carry meaning. Children are able to link sounds to words and recognise their names. There are missed opportunities for children to practice their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children talk about colour and shape in everyday situations. There are regular opportunities for children to count, and some children are able to count to 10 and beyond. However, insufficient attention is given to developing knowledge of simple calculation and problem solving. There are few opportunities for children to develop mathematical findings of concepts of more than and less than and to experience measuring volume and capacity through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children have good opportunities to build and construct with a wide range of objects. They are able to use small tools competently. Children use calculators, but have no access to the computers and other programmable toys. There are missed opportunities to explore features of living things and insufficient questioning to extend children's thinking. Children have good opportunities to build and construct with a range of materials. They are learning about sense of time through the daily routines.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move safely and confidently around their play space, skilfully negotiating obstacles. They use tools and equipment with confidence and are developing good fine motor skills such as using utensils, paint brushes, small figure puppets and beads. There are less opportunities for children to develop their gross motor skills, for example climbing and balancing. They are developing a good awareness of the importance of keeping fit and healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate enthusiastically in imaginative play. They use their imagination very well to develop stories and use role-play and small world resources well to enhance their play. They have many opportunities to express themselves freely using a wide range of materials to paint and draw. They have good opportunities to participate in singing, which the children enjoy. There are few opportunities for the children to access musical instruments, explore sounds and match movement to music.

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

- Develop the staff's knowledge and understanding of the foundation stage, stepping stones and early learning goals, to improve the range of teaching and questioning techniques. The planning, assessment and evaluation of children's progress and planning the next steps of children's learning.
- Develop and make significant improvements in the programmes for Mathematical Development, and Knowledge and Understanding of the World.
- Provide greater opportunities for children to practice their writing skills, writing for different purposes and ensure the organisation of group times meets the educational needs of all children
- Strengthen the programme for physical development by providing children with opportunities to develop their gross motor skills.
- Ensure opportunities for children to use a range of musical instruments, explore sounds and match movement to music.

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.