

Teddy Bears Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Teddy Bears Nursery has been registered with the current owners since May 2004 and is run by a private partnership. It operates from a single storey, converted building close to the centre of Thornaby and serves the local and surrounding areas. The premises are accessible for those with disabilities.

Children are cared for in five main playrooms and also have access to three secure outdoor play areas. A maximum of 56 children aged under eight years may attend the nursery at any one time, with no more than 24 of these being under two years. The nursery is open each weekday between 7.30am to 6.00pm all year round, except for bank holidays.

There are currently 20 children in the early years age group on roll. The setting is also included on the voluntary and compulsory parts of the Childcare Register and there are 11 older children cared for outside of school hours. The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language.

There are currently five members of staff employed to work directly with children, excluding the manager. All members of staff have a Level 3 childcare qualification and the manager has Level 4. A cook is employed on a daily basis and also undertakes domestic duties within the nursery. The provision is registered to accept government funding for three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is effective in meeting the needs of children in the Early Years Foundation Stage age group. Inclusion is well promoted, all children are included and involved and their individual needs are met. A very warm, welcoming and stimulating indoor and outdoor environment is provided for children. An effective self-evaluation system is in place and areas identified for future development are addressed. As a result, the provision has the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the system of sharing information about the setting with parents.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. Adults caring for children demonstrate a good knowledge and understanding of safeguarding issues and of how to put procedures into practice. Comprehensive recruitment and vetting procedures are in place for ensuring the suitability of adults having access to children. Effective induction procedures are also implemented for staff and students, which contribute to the safe management of the provision. Staff have a positive attitude towards personal development and have attended many training courses since the previous inspection. For example, first aid, safeguarding children, British sign language, the Common Assessment Framework, fire safety and National Vocational Qualifications at Levels 3 and 4.

The environment is very warm and welcoming for children. A varied range of stimulating resources and activities are well presented and deployed to ensure that children have easy access. Staffing ratios are well maintained and are currently above minimum recommendations.

Equality and diversity is well promoted within the setting. All children are included and involved and their individual needs are effectively met. Staff receive good information from parents about their child, which is used as a basis for individual care. Good procedures are in place to support children's transition between rooms within the nursery. Children have access to resources and activities which help to raise their awareness of the cultures and beliefs of others and they have recently celebrated Eid.

An effective system of self-evaluation is implemented and areas for future development are identified and addressed. The recommendations from the previous inspection have been fully addressed and have had a positive impact on the provision. For example, there is now a useful system in place for identifying children's individual learning and progress towards the early learning goals.

Partnerships with other settings delivering the Early Years Foundation Stage are satisfactory and this is an area that the provider has identified for further development. Partnerships with parents are sound. They are kept fully informed of their child's development and progress through regular discussions with staff and through access to their child's development file. However, information about some of the policies and procedures of the setting and not always shared effectively with parents. A finger print identification security system has been installed and allows parents easy access into the setting whenever they wish.

The quality and standards of the early years provision and outcomes for children

Children are making good progress towards the Early Learning Goals. Their individual development is clearly recorded and areas for future development are identified and are well used to inform activity planning. Planning is also based

around children's interests and there is a good balance of adult-led and child-initiated activities both indoors and outdoors.

Children thoroughly enjoy their time at the setting. They present themselves as feeling safe and secure and make positive relationships with adults and peers. They learn about keeping themselves safe through routines and discussions, such as, when being involved in regular fire drills and practising road safety when walking to the library.

Children are encouraged to adopt healthy lifestyles and receive a variety of healthy and nutritious meals and snacks throughout the day. They also participate in regular physical activity both indoors and outdoors. They practise good hygiene routines, such as, brushing their teeth and have learned about the importance of this through a visit from a dental hygienist.

Children demonstrate good communication, language and literacy skills, for example, they thoroughly enjoy storytime, show and interest in books and enthusiastically choose favourite stories and join in with adults as they read them. Pre-school children have good opportunities to develop their problem solving, reasoning and numeracy skills, for example, they talk about, shape, size, numbers and position, as well as, spontaneously comparing things throughout the day, such as, the size of the worms that they collect from the garden.

Children's independence is well promoted. They have good opportunities for serving their own food and are observed skilfully placing rice around their plates in a circle and then spooning curry into the middle. They independently use a range of electronic resources which help to raise their knowledge and understanding of the world, such as, a computer, compact disk player, disk ball and colour changing bubble lights.

Children also demonstrate a good knowledge of the wider world through their general play and discussions, for example, when digging in the garden they talk about planting seeds and that seeds need 'a drink of water and sunshine to grow'. They comment on some vehicles they see passing the nursery, such as the 'bin wagon' which leads onto an interesting discussion about recycling and the environment.

Babies walking skills are promoted with the help of staff and older children demonstrate confidence and control when moving around the setting and the garden. They have lots of opportunities for being creative and for exploring different media, such as, paint, sand, water, soil and foam. Children are well behaved and form good friendships. Staff demonstrate a good knowledge and understanding of how to promote positive behaviour and ensure a friendly environment for children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met