

Teddies Nurseries Limited

Inspection report for early years provision

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15/09/2010

Inspector

ISP Inspection

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.

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Description of the setting

Teddies Day Nursery was first registered in 1997, and it is managed by Bright Horizons. It operates from a converted property within the Poundhill area of Crawley. The facility has several playrooms, a sleep room, a kitchen, a milk kitchen and a small enclosed outdoor area. The provision serves the local community. The day nursery is registered to provide 42 places for children from birth to five years of age. The provision opens Monday to Friday, for 51 weeks of the year, from 08:00 until 18:00. There is a total of 70 children on roll, of whom 20 are in receipt of nursery education funding. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities, and those with English as an additional language. There are 14 permanent staff currently employed within the facility as well as additional bank staff. Of these, most are qualified to level 3, and of those three, some are extending their qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children play, learn and develop in a highly stimulating, child centred environment where the uniqueness of each child is fully understood and their individual needs catered for. Within the setting as safety is of paramount importance, therefore, children are fully safeguarded at all times. The setting has highly effective partnerships with parents and carers, which impacts positively on the progress that children make. Continuous improvement is ensured through the highly effective systems for self-evaluation. Both the management and staffing teams are exceptionally passionate about their roles in providing extremely high quality care, to improve the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing children's access to information and communication technology

The effectiveness of leadership and management of the early years provision

Strong emphasis is continuously placed upon children's safety. All of the required documentation, policies and procedures to support children's welfare are in place and are maintained to a very high standard. The staffing team are fully secure in

their knowledge and understanding of safeguarding children, which is supported through their attendance at child protection training. Rigorous recruitment, vetting and induction procedures help to ensure that children are protected. Great thought has been placed on the safety of the children during their time in the setting, for example, a new key pad entry system has been installed and visitors to the nursery are monitored. Children enjoy warm and caring support from all staff and explore their play environment as all parts of the setting are effectively risk assessed to reduce any potential hazards. All staff have a very good understanding of relevant procedures, therefore, children's good health and well-being is promoted at all times, for example, hand sanitising gel is freely used by all and protective aprons and hats are worn when serving food.

Clear vision and leadership from the management team and intense focus on the development of the nursery contributes to very positive outcomes for children. The staff are exceptionally passionate and enthusiastic about their roles in providing extremely high quality care. Every staff member, parent and child have the opportunity to take part in the self-evaluation of the setting, and the responses are evaluated and inform the settings plans for the future to ensure that issues raised are acted upon. Children are fully supported, encouraged and challenged throughout their day because staff members are exceptionally well deployed at all times. Staff work efficiently as a team which benefits the children and enables the staff to have a sense of ownership. Resources throughout the setting such as open storage and the excellent organisation of the learning areas promotes independence very well, as children are encouraged to self select and initiate their own choice of play.

High emphasis is placed on partnership with parents and they receive an abundance of information about the setting and have regular newsletters and memos to ensure that they are kept fully informed of events, newly introduced clubs, such as gardening and ballet, and other relevant information. The nursery has parent representatives who support the nursery and represent the needs of other parents by forwarding questions, helping with activities and attending regular meetings. Clear settling in arrangements are in place and agreed with parents on an individual basis to ensure that each child becomes confident and secure in the environment. Very well established systems for assessing children's individual progress are used effectively by staff and the arrangements for gathering information about children's starting points are secure. Planning for each child is individualised and is informed from their plans for their next steps, which in turn is evaluated to ensure that the next steps have been achieved. The nursery have very good links with their local feeder school and as well as with other providing care for children in the early years age range.

Children thrive in a highly inclusive setting where they learn about equality and diversity at a level that they are able to understand, which develops their knowledge. There are highly effective systems in place to support children with special educational needs and/ or disabilities, for example, the nursery accesses support from other agencies to ensure that play plans are put into place which ensures that their individual needs are effectively highlighted and met. The setting are able to support children and families for whom English is an additional language, for example, they ask parents to supply key words in the child's first

language and supply daily diaries to enable others within the family to gain an understanding of the child's day.

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

Outcomes for children are exceptionally well met as practitioners are highly efficient in providing a bright, safe, stimulating, child orientated environment where children can freely explore their play and learning. Children are secure in their surroundings and are aware of their daily routines. For example, even the youngest of children know that they come in from outside play they sit on the step to have help to take off their shoes and outdoor clothes. Older children also become accustomed to new routines such as serving their own meals. Throughout the nursery, children approach staff for cuddles and reassurance and they are all encouraged to show kindness and consideration to new children and to help them settle to an activity by the staffing team.

Children enjoy playing out role play scenarios, for example, as they pretend to be a hairdresser, as they put clips and hair bands in a dolls hair and use bandages as they pretend to give first aid in the doctor's surgery. They self select throughout their day at the nursery and flow freely around their environment with ease. The indoor environment is well set out into different areas of learning with well thought out display boards. Staff re-assess their rooms regularly to ensure that they are meeting the individual needs of the age group within the room. For example, they mimic a child's height to gain a child's eye view of the play rooms and implement changes such as lowering the painting easel. Children fully participate in their chosen activity, are engaged and thoroughly enjoy their play. For example, they play a game of manic martians and begin to develop an understanding of sharing and that they can all take part by either switching the on/off button and by counting down to end the current children's turn.

Babies thoroughly enjoy story times and play an active part, for example, as they look through the hole in the dinosaur book. As staff sing nursery rhymes and songs the babies join in by swaying their bodies to the rhythm. Babies play with the musical instruments at singing time as they sing along to a music. They gaze in wonder as they watch as the beads fall through the rain maker as the staff member turns it over and over. Their early communications are constantly responded to by the staff, and they ensure that face to face contact is made. Staff are adept at asking questions to enhance their thinking and communication skills. For example, when out in the garden they discuss what noises they can hear and talk about the wind chimes and how they work. There are countless opportunities for children to explore problem solving, reasoning and numeracy. Babies use toys such as shape sorters and older children freely access resources such as magnets and threading beads which aid their understanding. They create displays where they use their coloured hand prints to see what colours they can make and they record their findings.

Children show great curiosity and interest in finding out about objects, materials

and living things, where they live and each other's lives. They show an awareness of where their food comes from, for example, that you get milk from cows that live on a farm. Children access natural materials such as large cones, leaves, acorns and the find pretend bugs that are hiding within the vegetation. Outside, children plant flowers, herbs and bulbs in the courtyard garden and have also created a nature area within the main garden. To enhance their understanding of the wider world they have visitors from the companies such as the animal ark and zoo lab who bring animals to the nursery as well as visits from the fire brigade. Children develop the fire brigade topic as they paint pictures of the fire engine and make 3D junk models too.

Children celebrate festivals of their culture and those of others. They have access to countless resources that reflect diversity and that aid children's understanding of their immediate community as well as the wider world. Children are encouraged to take the nursery teddies; George, Patch or Ted away for weekends or holidays and to record their travels in a diary. They use a small range of equipment such as bee bots and calculators; however, there is a minor lack of resources to fully develop children's knowledge of information and communication technology. They enjoy physical activity, show great skills of co-ordination and control of movement and are aware of the need to have good hygiene practices. For example, they know that you must wash your hands because germs can make you poorly. Babies are given ample opportunities to pull themselves to standing and to practise crawling as they chase rolling balls.

Children access rolling snack where they self serve and pour their own drinks. There is a four weekly rotating menu which is prepared on site and reflects a healthy lifestyle. At lunch time children serve themselves from the lunch trays. The daily helper sets the tables with knives, forks and cups. Staff are on hand to encourage good manners and to prompt questions. Children's allergies are highlighted in many innovative ways to ensure that they are protected at all times. Named water bottles are freely available to all children at a level they can reach which ensures that they are continuously hydrated. They take part in numerous messy activities such as painting, corn flour and water play. Staff are adept at observing children's needs to enhance their play. For example, it was noted that a child kept washing his hands, so the staff member suggests that they find a tray and put some water and bubbles in it for him to play with. Children flourish in an environment where children are fully supported by highly skilled practitioners and thrive as they thoroughly enjoy their play and learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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