

The Teepee Day Nursery

Inspection report for early years provision

Unique reference number	EY263716
Inspection date	22/11/2010
Inspector	Gail Robertson
Setting address	Pembroke, Bracknell, Berkshire, RG12 7RD
Telephone number	01344 360601
Email	enquiries@theteepee.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

The Teepee Day Nursery opened under new management in July 2003. It operates from a one storey building within the grounds of a primary school in Bracknell, Berkshire. There is disabled access and a child only disabled toilet inside. The nursery has five playrooms and there is a fully enclosed outdoor area. The nursery serves the local community. A maximum of 49 children aged from six weeks to under six years old may attend the nursery at any one time. The nursery is registered on the Early Years Register and both parts of the Childcare Register. The nursery opens from 7.30am until 6pm Monday to Friday, 51 weeks of the year. There are currently 88 children on roll. Of these 19 children receive funding for early years education. The nursery supports children with special educational needs and/or disabilities and for those who speak English as an additional language. There are currently 20 staff that work with the children, 15 hold early years qualifications and five are working towards a qualification. One member of staff has obtained an Early Years professional degree and another is in the process of completing this qualification. The nursery also employs two cooks. The nursery receives support from the local authority and the National Association of Day Nurseries. The nursery is in contact with other providers of early years care and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Teepee nursery is a highly effective nursery. It is outstanding in its work of caring for and developing children. It is an inclusive nursery where diversity is celebrated. Children are happy, curious and well prepared for their next stage of education. The leadership and management work tirelessly to constantly improve the provision. The practitioners are a strong, well trained, professional team but on occasions do not plan work to challenge the most able 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:

- ensure the most able children are challenged through planning activities that extend their development.

The effectiveness of leadership and management of the early years provision

Safeguarding has a high priority at this nursery. It is at the heart of all the work with the children. Policies and procedures for children's safety are regularly visited and shared with the parents. Robust suitability procedures are followed to ensure that staff are qualified and suitable to work with children. Staff have a clear

understanding of the duties and responsibilities for child protection. The risk assessments are thorough and adults involve children in daily checks so children will learn how to keep themselves safe. The side gate is securely locked and opened electronically. On opening it raises an alarm to notify the staff. Parents have access to the gate and they know the responsibility they have to keep the setting secure.

Most staff have relevant early years qualifications and deep knowledge of how children develop and learn. All staff are actively encouraged by the management to further their knowledge through continuous training. The managers and staff team work really well together to maintain the highest of standards and drive improvement. The manager said with pride 'We believe we are outstanding but there is always something more that can be done'. At staff meetings everyone is encouraged to contribute their thoughts, ideas and suggestions. Parents are regularly consulted and constantly kept in touch by email, e-conferencing, website and face to face. Children have good opportunities to be involved.

The creative and stimulating outside area is closely supervised and is open to the children throughout the session. The staff have created areas where children can hide but can be seen, areas to plant vegetables, and where children can run, climb, explore and experiment. There is a wealth of good quality resources in the nursery for the children to use. These are well maintained and well organised to promote children's independence and to take responsibility for their own learning. This is an inclusive nursery where children and adults are fully respected and differences are celebrated and shared. The key worker system works well here to ensure children's needs and interests are met. Most children are challenged, but there are times when the most able children's needs are not consistently met.

The nursery has outstanding links with the parents; they speak highly of the nursery. As one parent said 'It is second to none, just fantastic'. Parents are shown how to contribute to the learning journeys and they do. This ensures staff have a good picture of the children's development at home also. The nursery makes best use of parent skills to develop children's understanding of the diversity in the community. For example, during Asian Art Week a parent painted children's hands with henna. Relationships with other providers is outstanding, particularly the feeder primary schools that the children will attend. The staff visit all the schools concerned and welcomes visits from staff of these school. This results in children feeling positive and confident at transfer time. The nursery belongs to various network groups and appreciate the support given from other professionals, consequently, they know exactly who to contact if the need arises.

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

Children are seen as individuals. Staff know each child and their family well. The nursery is most welcoming and there is a family feeling as soon as you walk into the bungalow. It is made attractive and cosy. Children have a great sense of belonging and share a warm and caring relationship with each other and staff.

At the start of their learning journeys, relevant and necessary information is obtained from parents and other sources to ensure children's particular needs are appropriately met. Children are eager and confident to share news with each other and the staff. Staff help to develop children's vocabulary. However, there are some missed opportunities to extend the learning of the more able children.

The preschool children know how to react in the case of an emergency and they recalled everything they had learnt in their recent fire drill! They have access to a drink throughout the session and know how important it was to drink water when they feel thirsty. At lunchtime they know that they must pay attention to washing their hands and help the staff clean the tables. They eat healthy nutritious meals and even the youngest are expected to feed themselves. During mealtimes children learn to converse, listen, count, relax and enjoy each other's company.

The planned daily programme arises from the staffs' astute observations of children's progress. This is effective and is backed up with many types of evidence. This leads to staff's good ability to plan the next step in each area of learning. All children make good progress as a result of the high quality of adult input, the effective verbal communication between staff and the high expectations of the owners. Children thoroughly enjoy the adult-led activities although they also have time to decide for themselves what they would like to do. Babies explore using all their senses, toddlers begin to establish their independence and learn how to communicate. The preschoolers quickly become absorbed in their learning and they progress rapidly. For example, when outside they play 'What's the Time Mr. Wolf?' and calculate how many steps they must take before they get to the naughty Mr. Wolf who eats them up for his lunch.

Children share equipment and ask politely for tools and decorating materials. Children rise to the praise given to them. They really put their whole energy into the session. All children enjoy stories, including boys who carefully look at the pictures in the books and try to guess what is happening. All of this results in children making extremely good progress and encourages them to become active learners and gain appropriate future skills. They are well prepared to go on to their next phase of education. Their behaviour is exemplary, as is their attitudes to learning. They love the excitement of finding out about the world around them. Children are extremely happy and contented they have a great start to their learning journey.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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