

Teddy's Place Day Nursery

Inspection report for early years provision

Unique reference number	100483
Inspection date	23/11/2010
Inspector	Anne Mitchell

Setting address	56 Westover Road, Bournemouth, Dorset, BH1 2BS
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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

Teddy's Place Day Nursery opened in 1988. It operates from two rooms on the first floor, within the YMCA's premises, in Bournemouth. Access to the nursery is via a flight of stairs. The setting serves the local area.

The nursery is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. A maximum of 25 children may attend at any one time. There are currently 45 children on roll. All children who currently attend are in the early years age group and of these, 29 are in receipt of nursery education funding. Children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities, and also supports a number of children who use English as an additional language.

The group opens five days a week all year round, apart from bank holidays and planning days. Opening times are from 8.30am to 5.30pm. A team of seven staff work with the children. All staff hold relevant qualifications in early years, and one member of staff is currently upgrading their qualification to a higher level. The setting holds the Bournemouth Early Years Quality Standard and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress towards the early learning goals. Staff demonstrate a clear understanding of the individual learning and welfare needs of each child, meeting them consistently and effectively. Generally, the nursery meets the needs of children for whom English is an additional language well. Children show high levels of independence and choice as they play, accessing a range of good quality resources. The setting has strong partnerships with parents, other settings and external agencies, helping to ensure that most children make good progress. The staff and management team use a reflective approach to assess the setting's strengths and weaknesses, enabling the provision to continually improve and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop resources and activities for children with English as an additional language, providing a range of meaningful contexts in which they can develop English whilst providing opportunities for them to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

The systems to ensure children are safe within the nursery and on outings are secure. Staff have undertaken training in safeguarding, and have a good knowledge and understanding of protecting children from harm and neglect. Secure risk assessments identify on-going and changing risk in the nursery and on outings. Rigorous and robust recruitment and vetting procedures ensure all staff and volunteers are suitable to work with children. There are effective systems in place to monitor and assess the provision successfully. Management and staff demonstrate a positive approach to continuous improvement, working closely as a team to improve outcomes for children.

Required documentation is in place, and a range of policies and procedures that support the nursery's strong practice are shared with parents from the outset. The nursery operates an inclusive admissions policy supporting children and families for whom English is an additional language. Key words in the child's home language, the use of a 'translator pen' and visual prompts support children's learning well. However, there are some missed opportunities to further develop and embrace the variety of languages within the setting, such as the use of dual language labelling, use of home language in greetings and song, or the increased use of Makaton signing to support language for all children.

Children are able to access the broad range of resources easily, supporting their independence and providing them with clear choices in their play. Staff are effectively deployed to support children and participate in their play with enthusiasm. Posters, books and play equipment provide positive images of cultural diversity and disability, enabling children to learn about and respect difference. Lots of low level displays, including photographs of the children at play, promote their feeling of belonging and self esteem.

Nursery staff and management work well in partnership with other early years provisions and professionals, supporting all children in their care and ensuring a consistent approach. They have a strong partnership with parents and carers, involving them in their child's learning and development through meetings and family days. Regular newsletters inform parents of activities, parents evenings, social events or staff changes. Parents state that they are very happy with the level of information provided. They recognise the close relationship formed with their child's key person and value the progress their children are making.

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

Children are animated and motivated to learn. They quickly settle to their chosen activity and relate well to their peers and to adults. Friends play at the water tray finding sea creatures, and talk to each other about what else is hiding 'under the sea'. Others are involved in making road safety 'lollipops', and talk about waiting

for the lollipop person to help them cross the road. They use glue and scissors with increasing confidence and dexterity, promoting their fine motor skills. Children use their imaginations well in role play, becoming focused and involved in child initiated make-believe. They dress their babies to go to the shops, but then have to hide from the witches. Children make themselves comfortable in the book corner, reading to themselves or sharing with friends. They enjoy told stories in groups, led by adults, and quickly predict what will happen next and participate in the story. Daily walks to the town, beach and to parks, provides significant opportunities for learning in a meaningful context. They experience the sights, sounds and smells at the beach. They watch the electrician putting the lights on the town's Christmas tree, providing valuable discussion about safety, the jobs people do, Christmas and other festivals.

The quality of planning for individuals, observation and assessment is good. Staff have a clear understanding of the Early years Foundation Stage and know the children well. Most planning is based on individual children's interests and enthusiasms. Children are fully involved in choosing themes and activities using visual cards to choose particular activities on 'My choices' board. Observations on children are used to provide a clear picture of their on-going development, and highlights any areas that need to be supported. Learning Journals provide an individual record of each child's progress and next steps for their development.

Children's safety is well promoted and they have a good awareness of their own safety. Children play hiding under a table. One warns the other "Keep your head down, Don't bump it on the table!" Staff use the daily walks to help children learn about their own safety, such as road safety, people's dogs and keeping safe at the beach. Visits from local police and the fire department supports children's understanding about people who help us. Planned projects incorporate safety issues such as crossing the road with help from the lollipop person. On outings, children participate in well managed 'risky play' such as tree climbing, freedom on the beach and climbing ropes and nets in the local play area, enabling children to make their own risk assessments and take responsibility for their own safety, under the watchful eye of staff.

Children are learning to adopt healthy lifestyles. They are independent in their personal care, but are reminded by staff if they forget to wash their hands. Snacks and meals are healthy and cooked on the premises by the YMCA chef. Menus meet the dietary and nutritional needs of the children including specific cultural or medical needs. Mealtimes are a social and happy time with staff providing good role models for the children. The nursery is involved in the healthy Early Years project encompassing children's physical and emotional health. Consequently, activities such as the 'Kindness Tree' support their learning and understanding of developing social skills and friendships.

Children are well behaved and relate well to staff and to each other. Staff provide good role modelling and positive strategies to promote good behaviour. Politeness and manners are encouraged. The 'Kindness tree' reflects acts of kindness, praising children's good behaviour. Visual prompts, such as large sand timers, are used to help children take turns and share fairly.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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