

Teddy Bear School House Nursery

Inspection report for early years provision

Unique reference number

EY236087

Inspection date

23/11/2010

Inspector

Jill Nugent

Setting address

51 Mayola Road, Clapton, London, E5 0RE

Telephone number

020 8985 6486

Email

mo@teddybearnursery.com

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

Teddy Bear School House Nursery registered in 2001. It operates from a converted house in Clapton in the London Borough of Hackney and is open from 8.00am until 6.00pm every weekday throughout the year. Access to the house is at ground level via a footpath. Children have the use of three play rooms at basement, ground and first floor level and these are linked by internal staircases. Children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 38 children may attend the setting at any one time and, of these, no more than 10 may be under two years. Currently there are 32 children in the early years age group on roll. The nursery employs 10 staff, all of whom are suitably qualified. The setting supports children who have special educational needs and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming, safe and inclusive setting for children where they quickly develop a sense of belonging and make good progress in their learning and development. Staff promote children's welfare effectively and liaise closely with parents, exchanging information regularly about children's care and education. The management team is generally well organised and encourages staff to work towards the ongoing development of their practice through self evaluation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- put in place effective systems to ensure that the required adult:child ratios are met at all times (Staffing arrangements).
- 07/01/2011

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

- ensure that written permission for seeking emergency medical advice or treatment is clearly requested from all parents
- review the planning of the educational programme to ensure that all children are offered a wide range of learning experiences.

The effectiveness of leadership and management of the early years provision

The nursery's documentation provides an excellent framework for staff's practice. There are effective procedures in place to ensure that children are safeguarded while in the setting. Staff are well trained in child protection and know what to do if they have any concerns. Children's health records are well maintained, although permission for seeking emergency medical advice or treatment is implied rather than clearly requested. Detailed risk assessments of the premises are carried out to ensure that all potential hazards are minimised. Staff are also vigilant concerning risk assessments for each type of outing.

All staff are attentive to children's individual needs, ensuring that they are happy in the setting. However, on the day of inspection the nursery did not meet the requirements for adult:child ratios at all times due to unexpected staffing issues. In this situation staff are not able to offer the same level of individual attention for children as when correct ratios are maintained throughout the day.

Staff have close and friendly relationships with parents. The nursery's brochure includes clear and useful information about its provision for children. All parents receive a copy of the key policies. Staff make daily notes in diaries to feed back to parents and create attractive scrapbooks, using photographs and examples of children's work, which provide a visual record of their progress. Parents are encouraged to be involved in children's learning as they receive ideas for extending planned themes at home and have good opportunities to talk with their children's key workers.

Since the previous inspection the nursery has developed its outdoor area in order to provide an interesting alternative play environment for children. In addition a new system of observational assessment has been introduced to enable staff to plan more effectively around children's individual needs. The nursery works closely with other professionals to ensure children receive consistent and effective support. Parents' views are taken into account when evaluating the overall provision for children and this helps staff to maintain a good capacity for continual improvement.

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

Children enjoy access to a variety of play activities and especially enjoy circle time when they can listen to stories and join in songs. Very young children explore different play resources happily, for example, musical toys, sand and a play tent. They delight in using their senses as they discover new things and make connections with their environment. Older children are offered a range of suitable learning experiences, for instance, mark-making and constructing. They are encouraged to be active in their play, particularly outdoors where they enjoy physical play as well as table-top exploration and role play.

Staff record observations of children's individual development and assess their progress using tracker books. These work well in ensuring that staff set future targets for children in all areas of learning. They plan new learning experiences for children using different themes, thereby extending children's individual learning. Pre-school children benefit from a well planned day which includes focused group learning times. However, the written planning and available resources are not always used effectively throughout the nursery to offer children a stimulating learning environment. Children sometimes lack sufficient choice and consequently do not have an opportunity to follow up their own interests with adult support.

Children are well settled at nursery and extremely well behaved. They develop high levels of self-confidence and independence. Staff actively encourage children to develop good communication skills and this helps them to gain useful skills for the future. Children learn to respect others as staff interact in their play to encourage the sharing of resources. They move confidently and safely around the premises and learn to adopt healthy lifestyles as they wash their hands, clean their teeth and take exercise in the fresh air. They are offered healthy and nutritious meals, alongside snacks of fresh fruit. Staff ensure that drinking water is available at all times and that children have opportunities to rest according to their needs.

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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
--	---

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

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
--	-----