

Teddy Bear Corner

Inspection report for early years provision

Unique reference number	200788
Inspection date	10/12/2010
Inspector	Tracey Boland

Setting address	Seggs Lane, Alcester, Warwickshire, B49 5HJ
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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).

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Description of the setting

Teddy Bear Corner Nature Nursery opened in 1996. The setting is privately owned and managed and is one of two settings run by the same provider. It operates within a converted detached property within the market town of Alcester. The nursery serves the surrounding area and has links with a local school. There are two fully enclosed play areas available for outdoor play.

The setting is registered on the Early Years Register. There are currently 55 children on roll, all of whom are within the early years age range.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access to the setting.

The group opens five days a week all year round. Sessions are from 7am until 6pm. Children are able to attend for a variety of sessions.

The setting employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children at the nursery make suitable progress in their play and learning and their care and welfare is promoted in most areas. Information obtained from parents about their child's general needs is sufficient although information regarding the starting points in their learning is minimal. Staff demonstrate a clear understanding of safeguarding procedures and steps are taken to ensure the children are safe at all times. Partnerships with parents and other professionals involved in the children's lives ensure that individual needs are met. Staff work well together and know the children well. Management and staff within the setting have awareness of the strengths and areas for development within the setting and seek the views of parents as part of the continuous development of the service.

What steps need to be taken to improve provision further?

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

- support children's growing independence as they do things for themselves, such as, pouring their own drinks and serving their own food
- ensure a clearer system for establishing children's attainment on entry, is in place.

The effectiveness of leadership and management of the early years provision

Children's welfare is continually safeguarded because the adults working at the nursery have a clear understanding of their responsibilities in relation to child protection and keeping children safe. Their knowledge and understanding of potential concerns and how to respond to them depending on their role is secure. Policies and procedures are in place and shared with parents to ensure they are fully aware of the ethos of the setting. Recruitment and induction processes ensure that staff are suitable to work with children and there are thorough systems in place for the collection of children by appropriate adults.

Risk assessments are completed for all areas of the nursery and equipment and staff are vigilant and check all areas to ensure they are suitable before children access them. Daily routines are in place that effectively promote children's good health and well-being and staff follow clear routines to prevent the spread of infection. There are suitable procedures for when a child becomes unwell, following an accident and for the administration of medication.

The effectiveness with which the nursery promotes equality and diversity is satisfactory. The nursery cares for children from a variety of cultural backgrounds and reflects the wider world and diversity through positive images that are displayed throughout the setting and the resources available to the children. Settling-in sessions and meetings with the child's key worker ensure that staff discuss their child's development.

The effectiveness of the nursery's engagement with parents and carers is good. Relationships are positive and friendly enabling staff to be fully aware of children's ongoing individual needs. Parents are asked to complete questionnaires during the year to enable staff to assess the quality of care they provide. The information obtained is evaluated and taken into account when looking at future improvements within the nursery. Parents are kept well informed about their children's achievements, well-being and development through verbal communication when they are collected each day. Daily discussions and feedback sheets are shared and parents evenings take place twice a year enabling parents and staff to discuss each child's progress in more detail. Links with other agencies, such as, the local authority, physiotherapists and portage workers are very well established and used effectively to support children's additional needs.

The nursery accommodation is suitable for purpose with bright, airy rooms in which staff strive to provide a stimulating environment in which children can make progress. Equipment, furniture, toys and materials are suitable and safe and maintenance issues are dealt with promptly. Children benefit from a wide variety of well balanced and nutritious foods which are prepared freshly each day, taking account of their individual dietary needs and preferences. Older children have the opportunity to help themselves to their meals on occasions but this is not a consistent practice and therefore does not enable children to develop and enhance their independence skills.

The nursery's capacity to maintain continuous improvement is satisfactory. Staff and management have a clear vision of their future plans for the nursery and staff opinion is sought through staff meetings and appraisals. They keep their knowledge and understanding of the childcare field up to date through training both in house and through the local authority.

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

Children are happy, settled and show delight whilst involved in a range of activities. They make sound progress in their learning and all but the babies make informed choices about the activities they participate in. Staff ensure babies are continually stimulated by interesting resources and interaction and make ongoing progress showing curiosity and interest. Time is spent talking to parents about their child's development although the information gained during their first visits to the nursery is at times quite brief. This does not always sufficiently inform staff of their starting points which limits planning in the initial stages of their placement. Warm, caring relationships have been formed with the children and their parents which encourages and enhances effective partnership working.

Staff make concise, informative observations of children at play and their evaluations reflect a true understanding of each child's developmental stages and needs. The nursery is well-organised to enable children to freely access toys and resources. These are stored safely and at a low level. Staff ensure that appropriate resources challenge children's learning across all areas. Children learn about safety and the need to be healthy through discussions, consistent routines and activities. For example, washing their hands after using the toilet, not running around in the nursery and not playing behind the doors within their room. They also learn about the people who help to keep us safe when the police and fire fighters visit the setting and talk about being safe within their homes and when out. Children enjoy the attention of the adults who care for them very much and good relationships have been formed. They show by their behaviour and mannerisms that they feel safe.

Staff have a consistent approach to managing behaviour and are good role models for the children. Clear boundaries are in place within the setting and children respond very well to requests made of them. Praise and encouragement is given to all of the children, with staff using facial expressions and clapping to show the babies and younger children how pleased they are with them. The use of reward charts and stickers are a visual reminder to the children how well they are doing.

Children are developing skills for the future as they generally make satisfactory progress in communicating, literacy, numeracy and skills linked to communication technology. Staff read stories to the children who join in excitedly. Babies enjoy tactile books and develop an understanding of sitting together as a group. Staff sing with the children and encourage their understanding of different cultures and languages through the positive image posters and resources that are provided and displayed. Children learn to co-operate and negotiate with their peers as they play alongside or together. They enjoy cooking activities and are involved in mixing and

talking about the changes to the mixtures in the process, however, they are not at present involved in the weighing and measuring of ingredients. Children enjoy physical play both indoors and outside and learn about the importance of eating well and being active.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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