

The Teddy Bear Nursery

Inspection report for early years provision

Unique reference number	221542
Inspection date	08/03/2011
Inspector	Melanie Eastwell

Setting address	Huntingdonshire Regional College, California Road, Huntingdon, Cambridgeshire, PE29 1BL
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Telephone number	01480 379228
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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

The Teddy Bear Nursery opened in 1988. It operates from a purpose-built mobile building on the grounds of Huntingdon Regional College in Huntingdon, Cambridgeshire. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 9am to 5pm during school term times for 37 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 52 children may attend at any one time. There are currently 61 children aged from three months to under five years on roll. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

There are 12 members of staff, 11 of whom hold early years qualifications and the setting provides funded early education for three and four-year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An extremely well-developed knowledge of each child's needs makes sure that staff very successfully promote children's care, welfare and learning. Children are safe and secure and enjoy the highly positive interaction from the staff and are learning about the world around them. The expert partnerships with parents, other providers delivering the Early Years Foundation Stage and other agencies are a key strength and are significant in making sure that the needs of all children are met, along with any additional support needs. This means that children progress very well given their age, ability and starting points. The continual self-evaluation by the manager and staff makes sure that the setting's priorities for future development are well-targeted, which results in a highly effective provision that responds to the needs of the children and their families.

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 further the systems for self-evaluation to continue to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's care, learning and welfare is greatly enhanced by the highly effective way the nursery is led and managed. The manager is supported by the registered person within the college and the staff team as a whole work extremely well

together to support the needs of all the children. The staff team are mature and confident in their work and some take on additional roles within the nursery such as Planning Co-ordinator, Behaviour Management designated officer, Special Educational Needs Co-ordinator and Equalities Named Co-ordinator. Safeguarding is given the highest priority. Robust systems are in place to ensure the recruitment and ongoing suitability of the staff and visiting students have the required clearances in place and work within the setting's confidentiality policy. The security of the setting is robust with all parents and visitors being greeted at the door. The manager and deputy have undertaken extensive training in child protection and both work as the designated person for child protection. Detailed risk assessments that are approved by the college are in place for all aspects of the setting, the garden and any outings that the children take part in, and the staff are vigilant in carrying out the daily checks around the nursery. Children are safe during their activities because the staff maintain close supervision. They manage the free-flow between the garden and inside play areas very effectively. The available space is used in an efficient way. Children are able to make choices and decisions about the activities they play with and each of the six areas of learning are covered in all three of the nursery rooms and in the outside play area. The enclosed garden is used to great effect for the children who thoroughly enjoy being outside. They can access an abundance of activities, just as inside, and make the most of the bikes, water play, books, drawing, heuristic play and many other stimulating activities set out by the staff each day.

Children benefit greatly from the exemplary partnership working within the nursery. Parents are warmly welcomed into the setting and the staff know them all well, always taking time to talk to them, asking how they are and providing detailed feedback, verbal for older children and written for the babies, about how their child has been during the day. Parents have access to a very user-friendly prospectus that gives lots of information about the nursery. They also have access to well-presented notice boards, regular newsletters and photographic displays in the entrance hall as well as in the nursery rooms. The baby room staff make every effort to find out from parents information about children's individual routines for sleeping and feeding and these are ably managed. The staff have recently introduced resources to help families who speak English as an additional language. They have created visual aids for parents to be able to provide information about their child's routine and to inform them of items their child will need to bring with them to nursery such as a change of clothes, a packed lunch and nappies if required. This aid is also used to find out information from parents about their home and family. The nursery builds effective working relationships with other providers delivering the Early Years Foundation Stage who are involved with the children. This includes visits from teachers from the local school during children's final half term to help with the transition to school. The process of engagement involves a letter being sent to the other provider to introduce the nursery and to encourage information sharing. The nursery also welcomes the involvement of other professional agencies that may be involved with the children to ensure that any specific needs can be met. This highly developed partnership working contributes to a smooth transition and a consistent approach for the children.

The staff team work very hard to continually evaluate their daily activity with the children and yet are keen to continue to develop this further. They have completed

the local authority Quality First Assurance Scheme and are involved in the college self-evaluation processes. Regular team meetings, daily discussions and de-briefing ensures that staff members are able to put forward their ideas for future development. The nursery demonstrates a strong capacity for continuous improvement. They have made significant changes to their practice since the last inspection, particularly in the assessment processes, partnership working and the outdoor play opportunities for the children. They have taken positive action on the previous recommendations. They continually strive to provide children and their parents with high quality experiences in this welcoming and friendly setting.

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

Children benefit greatly from the support of the dedicated and expert staff team who are extremely efficient at meeting their individual needs and in engaging them in their chosen activities. Children throughout the nursery thoroughly enjoy the highly positive and encouraging interaction from the staff who make time to talk to them, ask them questions about what they are doing and show a genuine interest in their views and opinions. For example, babies take part in a singing activity and they are provided with props such as shakers and pom-poms to enable them to join in. While the staff sit on the floor and sing some children move to and fro in time to the melody, others shake their pom-poms enthusiastically and all are completely engaged in the activity. Lots of positive language and facial expressions promotes children to enjoy the singing. Children in the toddler room enjoy the free-flow activities in the garden. They are supported by the staff to choose what they want to do and enjoy exploring the heuristic play boxes that contain a variety of natural materials. Children fill up metal or fabric containers with a variety of items that have different textures. The staff extend their language and thinking by talking to them and asking how the items feel. Pre-school children are involved in a cooking activity to make pancakes. They look at the ingredients and are involved in measuring them out before whisking them up. This is followed by them all sitting in the kitchen at a safe distance while they watch the staff cook the pancakes. The children indulge in lively conversation during this activity and recall events from their own family life or characters from the television and the staff encourage this conversation. Children demonstrate very clearly that they feel safe in the setting. They arrive happily and separate from their parents. Babies and toddlers settle quickly to sleep and snuggle into the key workers for comfort and reassurance. Older children are confident to initiate conversations and to ask for items they want. They are encouraged to adapt the activities to meet their own needs in their play.

Children are treated as unique individuals and with great respect. The staff know them well and are able to anticipate their needs. Any specific needs the children have are ably supported through working with their parents and other agencies. Children begin to learn about the wider world and diversity. They have access to signs displayed, showing different languages that are spoken in the nursery, and they have an abundance of resources and play materials that celebrate diversity. Children enjoy getting involved in a range of very well-planned and researched celebrations that have recently included Chinese New Year, Valentines Day and St.

David's Day. The Equalities Named Co-ordinator ensures that meaningful activities are adapted to allow all children to take part, and their art and craft work is proudly displayed for everyone to see. Children are learning to care for each other. For example, a child from the toddler room asks to visit their sibling in the baby room. They greet each other warmly and then both return happily to their play. Children are supported to be independent; they understand about the importance of maintaining good personal hygiene and wash their hands in the bathroom before the cooking activity, meals and after messy play. They sit together in each room for meal times. Children bring packed lunches that can include food to be heated up by the staff. Meal times are very social occasions where the children and staff enjoy chatting and laughing together. During the sessions the pre-school children and toddlers can access their drinks whenever they wish and the babies are offered regular drinks.

The nursery has developed very effective systems to plan activities and observe the children that clearly shows their progression. When children first start attending information is gathered from parents regarding where they are in their development. The staff use this information alongside their own initial observations to devise each child's individual learning plan. This takes account of all the areas of learning and the children's interests. Individual children's planning is recorded each half term and any changes in interests during this time are included on the form. This enables the key workers to respond to children's changing interests yet remain focused on the individual next steps in learning. Parents are fully involved in their child's learning. They can have access to their child's beautifully presented 'Learning Story' at any time and they are invited to a once a term meeting with their child's key worker to discuss their progress. Parents can record their own observations from home that are included alongside the observations made at the setting. The toddler room has an 'Interest Tree' displayed outside the door for parents to record anything they would like included for their child. The staff record snippet observations that are linked to the relevant areas of learning on an ongoing basis and also use photographs and samples of the children's work to demonstrate their progression. The setting also uses a 'Summative Assessment' form from the local authority to record children's development under the six areas of learning and this goes towards the child's transition to school. The children in this exemplary setting benefit from the committed staff team who work very hard to provide high quality interaction and experiences for them which promotes a calm, harmonious and productive atmosphere where children's feelings of security and belonging are promoted.

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

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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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