

Teddy Bears Day Nursery

Inspection report for early years provision

Unique reference number 130727
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Inspector Jacqueline Walter

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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 Bears Day Nursery opened in 1991. It is privately owned and is situated in a residential street in Hove close to Portslade Station, in East Sussex. The nursery has a baby room as well as separate rooms for toddlers and pre-school aged children. The building was converted to its present use with the baby unit on the ground floor and pre-school children on the first floor. Children have access to two enclosed outdoor play areas. The nursery is open each weekday from 8am to 6pm, all year round. A maximum of 34 children may attend the nursery at any one time and there are currently 53 children attending in the early years age group. The setting is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. It receives funding to provide education for three- and four-year olds. The setting supports children with special educational needs and/or disabilities. The provision employs 12 members of staff. Of these, nine staff, including the managers, hold appropriate early years qualifications. Three members of staff are working towards an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's unique needs are well met through effective interaction and a safely organised learning environment. Good quality planning overall and clear organisation ensure that all children are suitably challenged by the learning experiences provided. As a result, children are enjoying their learning and most make good progress, given their age, ability and starting points. Children's welfare is promoted well overall with a minor weakness in relation to safety regarding some equipment. The partnerships with parents and other agencies that are involved with children are effective, ensuring that most individual needs are fully met. A strong commitment to self-evaluation by the manager and staff team ensures that priorities for future development are promptly identified and acted on. This results in a service that maintains good, continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the risk assessment to cover anything with which a child may come into contact, with particular regard to the mats in the baby room
- strengthen the use of ongoing observational assessment to inform planning for each child's continuing development with particular regard to the younger children attending
- expand further the resources and experiences used to value and support

children's individual needs, with particular regard to bilingual children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from abuse well. There are good procedures in place to help protect children from abuse and these are implemented effectively when concerns are raised regarding children. For example, all concerns are documented and information is shared with appropriate agencies. In addition to this, all staff have completed training on safeguarding children and are secure in their knowledge and understanding. Recruitment and induction procedures are robust. These help to ensure that staff are aware of their responsibilities and in turn children keep safe overall. The setting deploys staff and organises space effectively, which allows children to direct their own play and access all areas independently. For example, equipment is stored at low level in clear boxes in the toddlers' room and babies and toddlers can access the outside area and play together at designated times. Staff provide discarded packaging for children to use for their models, which helps them to learn about re-using resources.

Equality and diversity practices are effective overall. There are good actions taken to support and close gaps in learning with children who have Special Educational Needs. However, there are limited resources and experiences provided to value and support children who are bilingual. Staff are strongly committed to working in partnerships with other agencies and the parents. They help parents to support their children in different ways. For example, they encourage them to complete interest sheets depicting events and learning at home and they welcome parents into the setting for workshops, which in turn helps them to understand how they can help their children. Parents are involved in decision making and their views are taken on board to inform important issues. For example, they are consulted on the use of the outside areas and the rearranging of rooms for the different age groups. Parents and carers are well informed about all aspects of their children's achievements. As a result, they feel they are of value and successfully involved in their children's learning and development.

Management communicates ambition, drives improvement well and is confident in what it needs to do in making and sustaining improvements. Staff are encouraged to take on responsibilities in promoting and supporting specific areas of development and there is a good commitment to evaluating and improving the quality of the setting. For example, staff have effectively addressed the recommendation from the last inspection regarding the organisation of lunch times. Children are now grouped more effectively so that they have increased opportunities for learning during the lunchtime period. As a result of staff using both the Ofsted self-evaluation form, parent questionnaires, views of children and the local authority's Quality Assurance Scheme; realistic action plans are currently being implemented and completed to improve children's overall learning, development and care. Staff have completed a wealth of training to develop their own knowledge and skills and implemented this effectively. For example, after attending a training course a new procedure for use of mobile phones has been introduced, which in turn promotes further the safety of children when outside the

setting.

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

Staff provide a welcoming, child-friendly environment where a wide range of stimulating, good quality equipment and activities effectively challenge children of various ages and abilities. Younger children are developing a good range of physical skills and confidence through regular use of the stimulating, equipment inside and outside the provision. Children gain good knowledge and understanding of the world through stimulating first hand experiences, such as planting tomato plants and discussing what makes them grow, as well as going for walks in the community. Older children are developing good skills in problem solving, reasoning and numeracy through everyday play. For example they divide and count out the pieces of role play food to share between them. All children are developing good independence and choice and decision making skills. For example, they can independently access their drinks, which are readily available and are eager to participate in selecting the cards to depict what they sing. As a result, they are motivated and very interested in their activities.

Staff know the children very well. Good quality planning, which is in the process of being improved further, ensures that all children are suitable challenged and are based upon thorough and accurate observation and assessment. Assessment systems, which are also being actively improved ensure all children undergo regular written observations in all areas of learning are also implemented. This in turn, enables staff to ascertain clear starting points and identify at what age and stage most of the children are at. However, although systems to monitor children's progression and identify any gaps in their learning are starting to be effectively implemented in the pre-school room, staff only use a tracking system to ensure observations are completed on the children in the younger rooms. Staff interact well and have a good understanding of how children learn. They extend children's learning well by providing additional resources that support their learning, for example, through the use of visual display cards. They also promote communication literacy and language well. For example, they use sign language to help younger children with communication and ask open ended questions to extend children's learning. As a result, children focus and think about their activities and communicate confidently.

Almost all steps that are taken to promote the physical safety of children are effective. For example, thorough risk assessments and procedures are followed for outings, identification documents are checked before the entry of visitors and staff make records of whom and how long they visit for. Risk assessments are completed on the premises and most equipment. However, they do not include the dangers involved when using mats in the baby room. Children are developing a good understanding of keeping themselves safe. They know what to do when participating in the fire drills and know to hold the banister when using the stairs. There is a strong emphasis on health and hygiene. Children are very active and all staff has completed training in first aid. Accident records are also regularly

reviewed and staff have recently provided additional literature for parents who provide packed lunches. In addition to this all children wash their hands after using the toilet and before eating food. Children are able to choose from healthy snacks and know that they like peppers and fruit which are good for them. Staff implement effective strategies to encourage children to develop habits and behaviour appropriate to good learners. For example, they actively encourage collaborative working amongst children, by playing a designated tidy-up song which successfully encourages children to participate. They also encourage more able children to help devise the expectations regarding behaviour and safety. As a result, children are developing good relationships and behave well.

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

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