

Teddies Nurseries Limited

Inspection report for early years provision

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Inspection date

20/04/2011

Inspector

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Setting address

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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

Teddies Woking is one of 34 nurseries owned and managed by Bright Horizons Family Solutions. It opened in 1988 and operates from six rooms in a converted house in a residential part of Woking, Surrey. All children share access to a secure, enclosed, outdoor play area. Children come from a wide catchment area as many parents travel into Woking or commute to London. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 64 children in the early years age group at any one time. There are currently 95 children on roll and, of these, 30 children receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is open five days a week from 8.00am until 6.00pm for 51 weeks of the year. The nursery is also able to provide care between 7.45 and 8.00am and until 6.30pm by prior arrangement. There are 18 full-time staff working with the children and, of these, 16 have 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 good.

Children are happy and are making good progress with their learning at the nursery, where they are sensitively supported by kind, caring staff. All children are welcomed and included in nursery life and staff have a good understanding of children's individual needs. The use of resources is generally good in most areas and helps promote children's skill development. Documentation is in place to support all areas of practice and overall contains good detail. Nursery practice is continually monitored and evaluated and management plan for development to ensure outcomes for all children are continually improved.

What steps need to be taken to improve provision further?

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

- improve children's learning records by clearly tracking their progress through the different aspects of all learning areas
- increase opportunities for all children to develop and use their home language in their play and learning
- review the organisation of play resources in the younger children's rooms so that they are inviting to children.

The effectiveness of leadership and management of the early years provision

Staff work well together to ensure all children are purposefully occupied within a stimulating environment. Staff value children's efforts and display some of their artwork, for example, their paintings of spring animals and garden pictures, on boards within the rooms. Children's work is also displayed as mobiles providing children with further visual stimulation. A wide range of age-appropriate resources and activities are equally accessible to all children and consequently children develop in independence as they choose what they play with. Resources in older children's rooms are generally very well organised. However, in some of the younger children's rooms toy baskets, although accessible, have not been set out to be inviting to children as the toys are jumbled together and there are no picture/word labels clearly visible to inform children of the contents of baskets. Children play safely in the nursery as they are well supervised and daily safety checks are made of both the indoor and outdoor environment. Children's welfare is safeguarded very well. Recruitment procedures are robust and all staff are vetted. The nursery has procedures in place to assess staff's ongoing suitability to work with children and all staff have safeguarding training. They are very confident with the procedures to follow with any concerns.

The nursery have established good working relationships with parents and others involved in children's care and development. For, example, they liaise with staff from schools children will be entering to ensure a smooth transition for children from nursery to school. Parents are kept well informed about their child and nursery life through a daily exchange of both verbal and written information and through information displayed throughout the nursery on notice boards. They are also able to discuss their child's progress at formal evening meetings. Parents confirm the nursery share all their policies and procedures with them and state that the nursery is 'really good' and 'fantastic'. Inclusion is positively promoted in the nursery and staff have been proactive in compiling books about the dual languages many of the older children have. There is an accompanying display celebrating diversity within the older children's room. Staff have an awareness of the differing languages known to younger children, although this is not reflected within room resources, for example by the use of some key word labels, to support children in developing and using their known languages during play. Management have completed a comprehensive self-evaluation form reflecting on nursery practice and clearly identifying priorities for improvement. They have addressed recommendations raised at their last inspection and are continually making improvements to practice following feedback from, for example, parent surveys. Staff are supported with their continuing professional development and the nursery values input from all parties to ensure development plans are positive in improving nursery life for all children. The nursery are currently working towards improving their garden area to maximise the learning opportunities for all children outdoors.

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

Children have very good relationships with staff and each other and behave very well as they are actively occupied with play of their choice. Staff play with children at their level and provide them with good daily opportunities to develop their future skills. Children enjoy the interest staff take in their play and respond well to the questions staff ask them to make them think. Good detailed observation records are maintained for all children. Staff complete three monthly summative records showing children's next steps in development in all areas, however, they do not clearly track children's progression in all areas. Children amicably share resources, such as modelling dough, and display good manners as a result of the positive role modelling by staff. They readily applaud one another's efforts. For example, a child claps enthusiastically and says 'well done' as she notices another child turn two somersaults on the safety mat outside. Children are relaxed as they play and turn to staff when they need support, showing they feel safe and secure in their care. Regular fire drills develop children's awareness of how to keep themselves safe and they further learn about safety through discussion with staff. For example, children take note of staff telling them to be careful not to step on spilt water by the water tray in case they slip. Staff quickly mop up the accidental spillage so the hazard is removed.

Children have daily opportunities to develop their physical skills and healthy bodies whilst at the nursery. All children play outside daily in the fresh air. Younger children excitedly crawl and climb in and out of tyres and laugh happily as they chase hoops. They have fun in the ball pond and take dolls for a walk in a toy buggy. Older children show good coordination and spatial awareness as they competently manoeuvre wheeled toys around. They walk carefully along balance blocks and crawl through tunnels. They freely access their bottle of drink when thirsty and are provided with a good variety of healthy meals and snacks. Children, for example, wash their hands before sitting for a snack of pear and banana. Children of all ages enjoy creative activities and they use a variety of tools as they make printed, collage flags, paint pictures and model with dough. Older children use technology well as they expertly manipulate the mouse to complete directional games on the computer, moving a train along a track. Jolly phonic sessions develop children's knowledge and understanding of letter/sound links and children use crayons, paints and pencils to mark make and write their names, as appropriate to their age and stage of development. Babies delight in exploring their environment, picking up and energetically shaking hand bells and listening to the sounds of a wooden crocodile toy they walk round the room. Children learn about other cultures as they celebrate different festivals and they develop an understanding of the natural world through planting and growing produce, such as lettuce and sweet peas. Everyone at the nursery, both children and staff, are currently engaged in a sunflower challenge to see who can grow the tallest flower. Staff use opportunities as they arise to reinforce and further develop children's skills. For example, at lunch time children help lay the table for others and are encouraged to count the number of knives and forks needed on each table.

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