

# Teddies Nurseries Limited

Inspection report for early years provision

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**Unique reference number** 109191  
**Inspection date** 16/06/2011  
**Inspector** Christopher MacKinnon

**Setting address** 3 March Road, Twickenham, Middlesex, TW1 1BW

**Telephone number** 0208 744 9643  
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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 Nurseries Limited was opened in 1995 and is part of a group of nurseries owned and managed by the Bright Horizons company. It operates within converted premises and is situated in a residential area of Twickenham. The nursery opens Monday to Friday all year round. Sessions are from 08:00am to 6:00pm.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children under eight years may attend at any one time; of these, not more than 24 may be under two years. There are currently 61 children on roll and all are in the early years age group. The setting receives nursery education funding for children aged three years and older. There is a staff team of 13 and all permanent staff have an early years qualification, with some qualified to degree level.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery is a highly organised childcare provision with qualified and experienced staff providing excellent support for individual children's development. A highly stimulating and well resourced play environment is provided and the staff skills with teaching are exemplary. A comprehensive system of observation and assessment is provided and children make excellent progress with their learning. Staff are highly effective in their engagement with parents and other carers and excellent use is made of self-evaluation and appraisal systems to promote improvement. The setting is currently considering the widening of its provision for outdoor play and learning.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- considering the further development of play and learning opportunities in the outdoor play area .

## **The effectiveness of leadership and management of the early years provision**

The setting is successfully organised by a highly effective staff team, who show an outstanding level of leadership and commitment to the provision of quality care and learning. The staff team also benefits from access to a highly organised senior management advisory team, which oversees the on site practice within the setting. The staff team has a consistently high level of childcare training and through the

confident guidance of their manager and highly consistent key carer working, provide a highly effective programme of play and learning. Safeguarding within the setting is highly organised and consistently maintained, with a full range of appropriate records, written guidance and policy documents in place. Staff are also well trained in child protection and safeguarding procedures, to ensure children are kept safe and secure.

The staff team work successfully with senior management to effectively promote good quality care and demonstrate a highly consistent understanding of the need for continuous improvement. Many recent practice developments have been introduced as part of the setting's new management structure. These provide consistent benefits to children, through up-dates to the play environment, staff training and the strengthening of links with parents. The setting is also highly successful in its application of self-evaluation. A range of detailed evaluation systems is in place and staff make effective use the regular appraisals they receive from in house quality assessors and outside agencies.

The setting is highly organised in its deployment of resources and the play environment offers an excellent range of different play areas for children. On the upper level within the building, the setting provides highly consistent learning opportunities for children aged under two years, with an excellent range of resources to support physical development and sensory and manipulative skills. On the older children's floor level, the over twos enjoy a highly organised and well resourced messy play room, which is a prominent and outstanding feature. The setting provides children with a wide range of resources to support a consistently high amount of active child led learning, for example, children construct pirate ships out of big builder blocks and make dens with soft materials where they make up stories. The setting's outdoor area also provides many opportunities to present play materials, particularly with exploring nature and growing and planting. The setting is currently reorganising the outdoor area and the provision of a wider range of outdoor play opportunities is where further improvement may be considered.

Inclusion is consistently promoted within the setting with a highly consistent and well organised key carer system in place. Staff show a strong awareness of the importance of supporting individual children's achievement. Frequent observations are made and close monitoring takes place, which successfully helps children progress through their learning stages. The setting's approach to supporting children with specific educational needs is consistently well organised. Staff have established close links with a range of outside agencies and make consistent use of their experience and training to enable and include children. The setting also has a highly positive and well organised multi-cultural approach and the staff team work well together to promote children's understanding of inclusion, through diversity based projects and shared learning.

The setting takes care to successfully foster and maintain consistent partnerships with other settings. Staff are in contact with local schools and share assessment information with all the other carers, who also have contact with nursery children. The nursery's links with parents is highly organised and is another outstanding aspect of the provision. A wide range of initiatives is in place, which enables

parental involvement. For example, staff gather information from home, to promote children's interests and parents can have access to their children's key carer at any time. The setting also provides parents with highly organised and six monthly reviews of their children's progress, which is highly beneficial to further achievement and supporting children's learning at home.

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

The nursery provides excellent support for children's enjoying an achieving. The setting is part of large group of nurseries and senior management provide staff with a highly structured and detailed set of documents to successfully organise the planning and assessment of children's learning. Children's initial starting points are strongly established and key carers then provide a detailed overlay of individual children's interests and learning needs. A strong focus is provided for children's speech and literacy and highly supportive weekly observation sheets are also used to identify children's next steps and ways forward with their learning.

The overall quality of staff teaching is highly organised and skilled within the setting. Staff demonstrate a strong and confident understanding of how to extending learning and advance play, during activities. This is particularly evident through their highly effective use of questions to encourage critical thinking and promote exploration. For example, staff ask children about under sea animals during water play, and explore transport and travel during assembly play sessions. Staff also show confidence and excellent skill in helping children develop a considerable amount of highly imaginative and expressive child led play, which is an outstanding feature of the provision.

Close care is taken by staff to consistently support children's healthy development. Staff are aware of children's allergies and personal care needs and an on-site kitchen ensures children have a healthy range of food and mealtime options. Snack times are also a highly consistent and a well presented feature within the daily programme. They are well used to provide children with a range of learning opportunities, such as sharing and being independent. The setting's highly organised play environment and outdoor area provide children with a wide range of opportunities to successfully promote physical development. Children greatly enjoy playing together and being active, and staff plan and provide a highly supportive range of activities to encourage confidence and physical skills. For example, children are inventive and are challenged physically during expressive role play games and can play outside every day. Children also greatly enjoy exciting children's drama sessions that successfully combine active involvement and story telling.

Children are successfully helped to feel safe and secure at the nursery. A clear range of supportive guidance is provided for children when they are settling and a similar amount of time and close care is also shown when they are moving from one age grouping to the next. The setting also has a highly organised set of safety procedures and a full range of risk assessments which again is linked to senior

management and covers all types of events, outings and children's activities. Staff are highly consistent in their support for children's confidence and provide a high level of encouragement and approval. Excellent support is also provided to foster and promote children's personal and social development. For example, many well prepared group play sessions are organised, where children learn to share and listen and cooperate with others.

The high quality and wide range of learning opportunities provided, ensures excellent support for children's future learning. The promotion of communication language and literacy plays an essential role in all the activities and children from an early age explore mark making and looking at books. Staff are also highly consistent in the way they talk with children and children show considerable confidence with words and expressing their ideas. Problem solving, reasoning and numeracy are also fully supported. Shapes, numbers and sizes are well included in the activities and children have excellent construction and assembly challenges, where they combine play items and learn about different materials. Children greatly enjoy being creative during their play and have a lot of fun during child led games, making up stories and engaging in a wide variety of pretend play. Children also show skills during highly creative art and craft sessions that involve cutting, sticking and gluing. Well organised learning themes like 'under the sea' are featured to successfully promote children's knowledge and understanding of the world. Children also benefit considerably from the frequent visitors that come to the setting, who present activities that widen their learning and awareness of the world around them.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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