

Teddies Nurseries Limited

Inspection report for early years provision

Unique reference number

EY245454

Inspection date

26/07/2011

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 Nurseries in Beckenham is part of the Teddies Nursery group which was established in 1992. It was acquired by BUPA in 2000 and in April 2009 Bright Horizons took over the nursery. The nursery operates from a detached, converted three-storey house in a residential area. The nursery operates over two floors with the top floor being used as a utility area and staff room. It has a secure outside play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a total of 52 children of whom not more than 32 may be under two years with no more than 12 under one year at any one time. The nursery is in receipt of funding for the provision of free education to children aged three and four years. The nursery currently supports children with special educational needs and /or disabilities. The nursery is open each week day from 8am to 6pm, 51 weeks of the year. The children attend different times during the week. There are 15 members of staff, two hold a relevant National Vocational Qualification at level 2 and nine at level 3. Other staff in the nursery are working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are looked after by caring staff who have a sound knowledge of learning and development. The way in which children are supported in their learning and development varies across the nursery. The nursery provides an inclusive environment that promotes the Early Years Foundation Stage framework suitably. Welfare is promoted sufficiently in the nursery, although risk assessments and staff deployment are not always as effective as possible in enabling children to stay safe and be healthy. Parents are well informed about their children's progress through a positive partnership and voice confidence in the staff. The management team uses self-evaluation appropriately to reflect on current practice and decide how to improve outcomes for children; they demonstrate a suitable capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- improve further the deployment of staff in order to better meet the individual needs of children, particularly the younger ones, so that domestic tasks are managed more effectively
- improve further the arrangements to keep children safe by extending risk assessments to cover anything with which a child may come into contact, in

- particular with regard to the disposal of nappies
- encourage staff to use carefully framed, open-ended questions to challenge children's thinking, to help them progress more quickly in making sense of the world around them.

The effectiveness of leadership and management of the early years provision

The comprehensive staff recruitment and vetting procedures ensure that all staff hold current Criminal Record Bureau checks and all references are fully verified. Staff are aware of procedures to follow to safeguard children and know who to talk to if they have concerns. Health and safety is important to the nursery and all staff are undertaking additional training focusing on the implementation of the nurseries policies and procedures. The children are kept safe overall, with risk assessments being carried out by the management; however, risk assessments do not cover everything with which children may come into contact. Several staff hold valid first aid certificates, enabling them to provide appropriate first aid treatment for children. There are clear procedures covering possible eventualities, including the administration of medication and recording accidents.

The deployment of staff across the nursery is not consistent; sometimes staff undertake important care and safety routines which impinge on the immediate care of the children. This has been included as a recommendation for room supervisors to review how they make best use of staff in their areas. The outdoor area is secure and checked by staff before children go outside to play. Sensibly, it is divided into three areas to ensure that babies and toddlers can engage in physical activities appropriate to their needs. Older children have space to run around and practice ball and hoop skills safely.

The management uses evaluation suitably to reflect on practice and identify strengths and weakness within the nursery. The current evaluation has been undertaken by the management team with the support of the quality improvement officer from the parent company. This team is appropriately motivated to improve practice, focusing on suitable priorities. They recognise the benefits of inclusive practice, having sought parents' views, which results in improved transitions between rooms for babies and toddlers. This good practice is not embedded, however, and the views of all the nursery's users are not sought. Additionally, the management team is aware that links with local schools are not fully developed, but overall, improvements to transition times have had a positive impact on the outcomes for children. The nursery works suitably with other outside professionals to help it meet children's needs appropriately.

Each key person displays a sound understanding of the individual needs of the children for whom they have special responsibility. Suitable observations are undertaken and children's next learning steps planned. The nursery has interesting and informative 'learning journeys' on each child. These are shared regularly with the parents and children. Parents enjoy reading the learning journeys and receive regular useful newsletters via e-mail or hard copy; this demonstrates the positive partnerships staff enjoy with parents.

The staff plan activities and develop the environment by evaluating observations and planning for the children's next steps. Room environments and the activities provided are suitable overall. The activities do not always demonstrate an understanding of differentiation the best ways to challenge children's thinking to take learning forward. Some staff question well and engage the children in their learning, but this practice is not consistent across the nursery; some staff do not do all they might to encourage children's thinking. Staff work to promote equality and diversity suitably overall, such as by valuing children's home languages and promoting these within the nursery.

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

The nursery supports children's good health by providing freshly prepared meals, which meet the dietary requirements of all babies and children. The staff have developed place mats, which have a photograph on, as well as information about allergies and cultural or religious preferences. This helps check that children's good health is maintained and family values and beliefs adhered too. Snack and lunch times are social occasions, with some staff sitting down to eat with the children. Children show a suitable understanding of being healthy, commenting, 'eating this will give me strong muscles'. Children make a positive contribution and are developing independence during these times as they serve themselves, and pour their own drinks at the table. When they have finished they help to tidy by scraping food into waste bowls and placing cutlery and plates ready for washing up. Some of the older children use the toilets independently and are reminded to wash their hands at appropriate times, such as before eating and after using the toilet. Toddlers have access to their potties; however, staff are not always alert to when these younger children need additional attention.

The babies and children appear to enjoy opportunities to engage in physical exercise in the outside play areas. They have a varied selection of equipment to use; older children practice hand-eye coordination, using hockey stick and balls, while other children balance on beams and tyres. They are all beginning to form positive relationships working alongside others. The babies are able to pull themselves up on equipment, showing an interest in their surroundings and watching the older children play.

As part of the nursery's commitment to supporting the children to stay safe and be healthy, the staff have introduced 'Candy floss' a cuddly toy zebra. It has a little pocket and if something fits in the pocket then they must be careful not to put the item in their mouths or they might choke. 'Candy floss' is also used to remind the children how to sit and listen at story time.

The indoor environment in the baby centre has recently been evaluated by the staff and changes implemented to improve it. The baby centre offers babies a stimulating, sensory environment, which reflects different cultures. The resources enable the babies to explore the environment safely, with areas to crawl and

furniture on which to pull themselves up. The sleeping area now has lighting that can be dimmed. The introduction of natural resources has further improved this area by stimulating babies' senses. Older children are supported with a reasonable range of teaching methods and adequate resources that provide experiences that meet their needs. Children play CDs and dance with others in time to the music, as well as singing songs and playing with percussion instruments.

Children are able to make suitable choices about their learning. They develop skills through constructing cars, as well as using their imaginations in the home corner, using wooden blocks for 'cheese' and balls as 'eggs'. Children are encouraged to explore books, in a comfortable area. Each child in the setting has a family photograph book. They are very popular and easily accessed by the children. Children point to the photographs of other children in the room and are supported by adults to name new friends. Such experiences help children gain appropriate skills for their future lives.

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	3
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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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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