

Teddies Nurseries Limited

Inspection report for early years provision

Unique reference number EY252059
Inspection date 19/04/2011
Inspector Beryl Witheridge

Setting address The Former Riverhead Primary School, Amherst Hill,
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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 Day Nursery opened in 2002 and operates from five rooms in a converted school building in Sevenoaks, Kent. The setting is registered to provide care for no more than 63 children under eight years of age at any one time; of these no more than 63 may be in the Early Years age group and of these no more than 35 may be aged under 2 years at any one time. There is no provision for overnight care. The nursery is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 138 children aged from nine months to under five years years on roll who attend at various times. Children aged three and four years receive funding for Nursery Education. This provision is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 24 staff including a cook. Sixteen members of staff, including the Manager, hold appropriate Early Years qualifications. Another seven members of staff are working towards a qualification, and one is studying for an appropriate degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery consistently drives forward improvements in outcomes for children. By using an inclusive self-evaluation process and continual reflective practice, they are able to maintain continuous improvement. However staff need to review the regularity of practising the emergency evacuation to ensure the ongoing safety of all the children.

The Early Years Foundation Stage principles are fully implemented which results in all children being respected and valued as individuals. The enabling environment encourages caring, positive, relationships between staff and children. Consistent monitoring systems build and track children's developmental progress and these ensure positive progress towards the early learning goals. The unique needs of each child are recognised and met by highly effective and competent staff.

What steps need to be taken to improve provision further?

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

- practise the emergency evacuation routine more regularly so that all

children know how to protect themselves in an emergency

The effectiveness of leadership and management of the early years provision

Children's safety is fully considered through clear safeguarding procedures. These are extensive and effective, and ensure that the children's welfare is well promoted. Safeguarding training has been undertaken by all staff. They know and understand their responsibility towards the well-being of all the children in their care. Parents are kept fully apprised of the contents of the Nursery's policy both in this area and all the other policies which govern the running of the provision. This helps to safeguard children at all times. A risk assessment is carried out regularly and is fully recorded. Additional daily safety checks, both indoors and outdoors, help to minimise any risks to children's safety. Regular emergency evacuation practises are carried out but these are not done often enough to ensure that all the children are included, so they may not know or understand the procedures to follow in an emergency.

The rigorous and robust staff recruitment and vetting procedures ensure that the staff recruited are of the highest calibre. All staff hold current Criminal Record Bureau checks and all references are fully checked.

The nursery is extremely well managed and there is a very clear vision of what they need to provide for the children to help them grow, learn and develop. Self-evaluation is carried out monthly by each room, where they identify areas they want to improve and they set achievement targets for themselves. This evaluation takes into account of the views of staff, parents and children. All parties have also been included in the 'whole nursery' self evaluation and the reflective practice, consultation and discussion have resulted in action plans which ensures ongoing improvements and better outcomes for the children. Any improvements are always evaluated for the most positive impacts on the children. For example, the new garden and the addition of new resources for outdoor play has highlighted further areas for improvement in the outside play area. The manager and her deputy are highly active in monitoring all aspects of the provision; they listen to staff and parents and are quick to implement ideas which will have a positive effect on the provision.

Resources are deployed extremely well with a wide range of toys and equipment available for the children. These are all easily accessible in every room; this allows children to make personal choices and develop their independence. All children are treated as individuals. Staff know their unique needs and interests which have been identified through the clear recording of children's individual starting points, the monitoring of their development through their observations and assessments and their 'Learning Journey'. Next Steps for each child are clearly identified and individual planning for their future learning is in place.

Equality and diversity are recognised and are a fundamental part of the care and learning provided for the children. Children's home language and culture are celebrated and respected. This helps to ensure their unique learning and welfare

needs are met. Inclusion is the cornerstone of the nursery's ethos.

The setting has developed exceptionally good partnerships with other childcare providers and with local Primary schools. They also make good use of outside agencies and specialists, such as speech therapists, where appropriate for individual children. Partnership with parents is excellent. Parents report that they are extremely happy with the care offered to their children and the progress their children are making. The nursery has an open door policy, encouraging informal feedback at all times, as well as having twice-yearly meetings with parents when they are able to discuss their individual child's progress.

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

Children show they feel safe and secure within the nursery. They seem very happy and well settled. Staff provide them with exceptional care and are attentive and aware of the individual needs of each child. They sit with the children either on the floor or at the table. They provide cuddles and hugs as they help children who have just woken up or need reassurance. They talk to them asking open questions and take account of the age and ability of each child. Children show confidence in their own abilities and their language skills are excellent. Staff encourage their developing speech and even the youngest children are skilled communicators. Sign language is used with all children throughout the nursery.

Staff offer opportunities that build on children's known skills and areas of interest through their knowledge of the children. There is a children's committee which works with the staff to suggest areas for improvement and new resources which they would like to see in the nursery. Children's views and ideas are clearly respected; they are able to have a sense of ownership and personal involvement in their nursery.

The resources are accessible and encouraging children to become independent and to make decisions about what they want to play with, as well as taking part in adult led activities. Children have access to a newly renovated, safe, secure and well resourced outdoor play area. They show great skill when playing with the construction; they build a magnificent robot out of cardboard boxes and name him after a child who is on holiday, so they have a substitute for him. They take delight in playing in the mud, the sand, the water, digging in the garden, climbing, riding bikes and scooters, drawing, counting and playing together. Older children are very aware of the needs of the younger ones when they are in the garden and go out of their way to help and support them. There is a lot of discussion, negotiation, fun and laughter.

Children receive a lot of praise for their efforts in what ever they do and achieve. Children learn about diversity and the world around them through the mix of families who attend and the positive images throughout the provision. The children receive visits from people such as the police, firemen, a vet, and parents and grandparents visit and share their skills. They have taken part in a project on

recycling which has extended throughout the nursery and into the children's homes; the children have an excellent understanding of what to recycle, how and why. Children's knowledge and understanding of the world around them is being developed in many ways.

Children are introduced to healthy drinks and snacks during the session. They pour their own drinks and serve their own food at dinner time, encouraging independence. Parents are informed of the meals available each day and they are wholly appreciative of the healthy and nutritious options provided. Children are growing their own vegetables in the garden such as peas and cabbages. Staff recall how one child was so excited when after tending and watering the radishes he was able to pick the first one, which he took home to proudly show his parents. They have also grown meadow flowers and built a scarecrow to keep the birds away. Children are encouraged to become independent when taking themselves to the toilet; they understand the need for good hygiene routines and the need to wash their hands. Staff support the younger children with toileting. The changing routines for babies are carried out safely and hygienically.

The effective behaviour management procedures ensure that children are learning to develop responsibility for their actions. They play cooperatively together and respond well to praise and encouragement from staff. This gives them the incentive to do well and to look for attention in a positive way. They develop good levels of confidence and self-esteem. The behaviour of the children is outstanding. The rooms and the garden are busy but calm, and the children regularly show concern for each other and are always willing to help with small tasks. Staff are exemplary role models to the children; they deal with any behaviour issues quietly, calmly and firmly. They are always polite and encourage the children in all they do. Overall, an inclusive and welcoming service is provided.

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

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| 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

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| 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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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

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