

Teddies Nurseries Limited

Inspection report for early years provision

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Inspection date

17/08/2011

Inspector

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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 (Chesham) is part of Teddies Childcare Provision Limited which is owned by Bright Horizons. It opened in 2003 and operates from a two storey renovated building in Chesham, Buckinghamshire. It serves the local community and surrounding villages. Children are cared for in three rooms on the ground floor and one room on the first floor. Facilities include a milk kitchen, a sleep room, children's toilets with nappy changing areas, a kitchen, laundry room, staff room, staff toilet and an office. There is a small enclosed outside play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may provide care for a maximum of 68 children under eight at any one time, all of whom may be in the early years age range. The nursery is currently minding 150 children on the Early Years Register. There are currently no children on roll on the Childcare Register. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery operates each weekday from 8am until 6pm all year except for Christmas, New Year and Bank Holidays. Additional hours can be made available between 7.30am and 8am and between 6pm and 7pm.

The nursery is in receipt of funding for the provision of free early education for children aged three and four. It has partnership arrangements in place with local schools.

The nursery employs 17 staff of whom 14 hold relevant qualifications. In addition, three staff are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this inclusive, safe and very nurturing environment. Rigorous observation and assessment procedures help staff to meet children's individual needs effectively. Children make good progress towards the early learning goals although there are some limitations on the time available for outdoor play. Older children are heavily involved in planning their environment and activities, developing an excellent understanding of safety. The good partnership with other early year settings and outside agencies and the outstanding partnership with parents, effectively promote continuity for children. Effective evaluation procedures support staff in making continuous improvements to the nursery provision.

What steps need to be taken to improve provision further?

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

- make greater use of the local environment to increase the time available for children to experience outdoor learning and to enjoy fresh air and exercise.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children procedures and all receive relevant training. Rigorous security procedures and a ban on the use of mobile phones effectively help to protect children. Robust recruitment and induction procedures help to ensure that staff are suitable and that they all hold the required background checks. Hygiene procedures are strong and have a positive impact on children's health and well-being. Routine risk assessments and daily checks, are broadly effective in promoting a safe environment. A wide range of comprehensive policies and procedures effectively support the well-organised and safe management of the nursery.

The nursery environment is well maintained and welcoming. Children have easy access to a wide range of resources and activities appropriate to their different levels of development. They are all able to access the outdoor play area every day on a rota basis and additionally on request, when staffing ratios allow. However, although the outdoor space is continuously in use it is small, so the time available for each group of children is restricted. This has some limitations on opportunities for outdoor learning, fresh air and exercise. Staff do make some occasional use of the local environment to compensate for this, such as picnics and nature walks on the local moor.

Staff actively promote equality and diversity. They embrace different cultures by celebrating different festivals and ensure resources and activities for all age groups reflect people from different backgrounds and with different languages. This helps to ensure that children who speak English as an additional language are fully integrated in the nursery and supports all children in developing respect for others. Staff provide good support for children with special educational needs and/or disabilities. They work closely with outside agencies and with parents to follow consistent and effective strategies. The routine evaluation of activities helps staff to consider the appropriateness of activities for different groups of children, such as boys and girls.

Staff develop an outstanding partnership with parents. They take great care to involve parents in the life of the nursery as much as possible. They organise social events, such as barbeques and Mother's Day breakfasts, providing excellent opportunities for parents, children and staff to spend time together. Open invitations for 'play days' and weekly 'surgeries' are highly effective in enabling parents and the wider family to spend time in the nursery. Staff regularly share with parents the comprehensive observations they make on children's progress. They very actively encourage parents to contribute their own observations and to continue children's learning at home, by suggesting a wide variety of activities.

Staff develop a good partnership with local schools to effectively support children in the transition process. They liaise well with parents, in order to share information with other early years settings children attend; they are in the process of developing direct links.

There is a strong focus within the nursery on self-reflection and further development. All staff, parents and children are fully involved in this process. A comprehensive self-evaluation document, together with action plans and evaluations of activities, accurately identify the nursery's strengths and areas for further improvement.

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

Children show an extremely strong sense of security and have a close relationship with their key person and other staff. Many show high levels of confidence when exploring their environment and sharing their ideas and opinions. Children in the pre-school room contribute exceptionally well towards planning their environment and activities. For example, they work together to produce a consultation book full of their ideas and surveys they have carried out. Behaviour is of a high standard and children actively contribute towards developing a set of positive values within the nursery which staff routinely reinforce. Innovative projects, such as making a rainbow of different skin colours, encourage older children to enthusiastically explore similarities and differences in a positive way.

Children develop a good awareness of the importance of a healthy lifestyle such as brushing teeth, washing hands and eating a healthy diet. Even the youngest children are fully involved in their self-care, learning to wash or wipe their hands after nappy changes and before eating. Children are able to rest and sleep in accordance with their individual routines and needs. They play outdoors daily although this is time-limited, which has some restrictions on their access to fresh air and exercise.

Children develop an exceptional understanding of safety issues, particularly the older toddler and pre-school age groups. They use a special cuddly toy when discussing safety issues which helps them to focus on the importance of these. They are highly involved in risk assessing their own environment and are able to clearly explain how they do this and why it is important. Excellent links with local emergency services help children to gain a very good understanding of the people and resources involved.

Children of all ages enjoy a wide range of activities that cover all six areas of learning and helps them make good progress towards the early learning goals. Babies become engrossed exploring sand, sharing books and putting jigsaws together under the close supervision and support of staff. They show a keen interest when staff sing songs to them and some are able to join in with the actions. They develop an interest in nature as staff routinely enable them to observe their pet African snails. They develop creative skills and begin to explore

different cultures, for example, helping to produce a large scale painting to celebrate the Hindu festival of Holi. Children in the younger toddler age group listen attentively to a story read with great enthusiasm by a member of staff. They become engrossed in a water play activity of washing baby dolls with staff support. They learn to be gentle and caring, carefully avoiding getting soap in the babies' eyes. Children pretend to make tea in the home corner with a member of staff. They have lots of discussions about the different foods they could have, such as cheese and biscuits and roast beef.

Children in the older toddler age-group confidently talk about creatures under the sea, such as sharks and jellyfish, while listening to a story. They are able to use the computer confidently, demonstrating good control of the mouse and an understanding of how to access different programmes. They show a keen interest in sounds and letters and are able to talk about these confidently, such as a curly 'c'. Children in the pre-school age group are gaining confidence in their understanding of mathematical concepts. They play a game of snakes and ladders in the garden and learn where to place their counters, how to move these around the squares and to confidently count the dots on the dice. Children practise their physical skills by jumping on 'lily pads'; when staff observe that they can do this easily they encourage children to move the lily pads further apart to challenge their jumping and landing skills.

Staff in all rooms maintain detailed weekly records of children's progress. They confidently use this information to assess children's development and to plan their next steps in learning. Staff take full account of children's interests when planning activities and work closely with parents to involve them in the assessment process.

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	1

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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