

Teddies Nurseries

Inspection report for early years provision

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Inspector Sarah Street

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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Teddies Nurseries has been registered since 2004 and is one of a chain of nurseries run by BUPA Health Care Limited. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a detached, three storey house in Twickenham, Middlesex. Children are grouped in rooms according to their age range. Rooms on the ground floor are easily accessible to all. Those on the first floor can be accessed by a flight of stairs.

A maximum of 50 children may attend the nursery at any one time. The setting is open for 51 weeks of the year from 08:00 to 18:00, with the exception of public holidays. There are currently 79 children on roll, aged from three months to five years. Of these, 13 receive funding for nursery education provision. The nursery supports children who have English as an additional language, and children with learning difficulties and disabilities.

The setting employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications and the remaining three are currently working towards a level 2/3 qualification. In addition, the setting employs a cook. The nursery receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Staff at Teddies Nursery work closely together to ensure they support and meet the needs of all the children. Inclusive practice is promoted as staff treat children with equal concern, and respect each child's background. Staff know their key children particularly well. Children are happy and settled and their welfare, learning and development requirements are met. Regular access to and attendance at training, ensures staff have up-to-date knowledge about current practice. Clear progress has been made since previous visits.

What steps need to be taken to improve provision further?

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

- continue to develop partnerships and the sharing of information with other settings where children also receive care and education to ensure continuity and progression in each child's learning and development
- ensure the deployment of staff does not disrupt children's enjoyment and learning when routine tasks are taking place.

The leadership and management of the early years provision

The setting strives for continuous improvement, and management has a clear and realistic understanding of the strengths of the setting and areas they wish to

develop. The detailed self-evaluation has been written with input from some staff. Effective links are developed with parents. The long settling-in period enables parents and children to get to know the setting before a child starts. Photographs in the hall provide parents with examples of how learning has taken place. Regular communication with parents ensures a clear exchange of information and enables staff to support home routines. Parents are able to access their child's developmental records and staff give ideas as to how they can further support learning at home.

Children play happily and safely in bright, welcoming and clean premises. They confidently select from a good range of toys, which are suitable for their age and stage of development. Babies explore soft toys, shakers, books, musical instruments and bricks. Toddlers and older children happily select their toys from low level shelves. The care of the children is well supported as the majority of staff have childcare qualifications as well as a friendly and caring approach to their role. Staff place a high priority on keeping children safe. Risk assessments demonstrate that the setting is able to identify risks and take action to minimise these. Children learn about keeping safe, confidently discussing why some children wear reins when they go out. All staff attend safeguarding training. As a result they talk confidently about when they may have concerns that a child could be at risk from abuse. They are aware of their roles and responsibilities to share concerns, as are management. Generally, staff are effectively deployed. However, there are a few occasions in one of the toddler rooms where staff are not able to fully to support the children's learning as the carrying out of routine tasks, such as nappy changing, takes them away from the children. The recruitment procedure demonstrates that staff working with children are suitable to do so. All required policies and procedures for the safe management of children are in place. Records are clear and confidentially stored.

The quality and standards of the early years provision

Children are independent learners who concentrate well at activities. They have good relationships with staff and each other. Activities are well resourced and this supports children who are motivated and busy. Staff support learning as they sit with the children and involve themselves in play and activities. For example when looking at books, staff talk about the noises the animals make and in the garden, they dig together for worms. Many opportunities exist for children to learn about the wider world. The monthly celebration of a country includes dressing up, food tasting and exploring artefacts from that country. Parents are invited into the setting to share their home cultures. Staff are capable at extending activities to cover several areas of learning. For example when exploring volcanoes, the older children looked at books and photos, drew their own pictures, played with corn flour to resemble lava and designed a volcano, which they made erupt. Staff took photos and made a book. The children look at this book with interest and enthusiasm pointing out photographs of themselves and talking about the activities. Regular opportunities exist for children to develop their large muscle skills with daily planned sessions. Babies enjoy rolling balls to each other, toddlers dance and older children negotiate the obstacle course in the garden. Lots of happy conversations take place and staff listen to the children with interest and

enthusiasm. Children happily use their imaginations to design pictures as they explore paint, shaving foam and make two and three dimensional models. They sing with enthusiasm and enjoy exploring instruments and the sounds they make. A baby smiles as they watch and listen to a rain shaker.

Staff have a clear knowledge of the Early Years Foundation Stage (EYFS) and are able to ensure all children make progress in their learning and development. Some children also attend other settings who deliver EYFS. The setting is trying to develop links with these settings. These are not yet fully in place to ensure progression and continuity for each child's learning and development. Staff talk with interest and commitment about the children in their care. They are clearly aware of each child's current interest and abilities, and areas they need to develop. Observations are used effectively to identify the next area of learning. Opportunities are planned and provided to support all the children's needs. Staff are clear about the aims and purpose of the activities they provide.

Staff encourage positive behaviour as they are calm role models, who give clear explanations. When managing behaviour, staff use gentle words praising children for making good choices and discussing when the behaviour was not a happy choice. Children learn about taking turns and are able to wait appropriately. They enjoy a healthy, well balanced diet and good systems are in place to support children who have allergies and other dietary needs. The cook and staff work closely together and are knowledgeable about individual children. Staff prepare and give bottles according to parents' requests and home routines. Babies are held and spoken to when being bottle fed. Many staff have first aid training which means accidents can be dealt with promptly. Staff minimise the risk of cross infection as good hygiene practices are in place. They regularly wipe noses, remind the children to wash their hands before eating and implement good nappy changing procedures.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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