

Teddies Nurseries

Inspection report for early years provision

Unique reference number EY288981
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Inspector Caroline Hearn

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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 Nursery is one of a chain of nurseries run by Teddies Nursery Ltd. It opened in 2004, and operates from eight rooms in a large Victorian house. It is situated in the centre of Basingstoke. A maximum of 90 children may attend the nursery at any one time. The nursery is open each week day from 07.30 to 19.00 for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 112 children aged three months to under five years on roll. The nursery is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. Children come from a wide geographical area, as most parents travel in to work. The nursery currently supports a small number of children with special needs and those who are learning English as an additional language.

The nursery employs 26 staff including the manager of these 16 staff are full time and the remaining are bank staff. Of the full time staff, 14 hold appropriate early years qualifications and one staff member is working towards an early years degree.

Overall effectiveness of the early years provision

The nursery has a strong management team and a high ratio of qualified staff. A key strength of the nursery is the close trusting relationship children develop with their key person. This gives them the confidence to try new things and explore with the self assurance that their key adult is there for reassurance and support. Children's individual needs are generally well met and their differences acknowledged and valued. However, children who come from bilingual homes do not always have their second home language acknowledged whilst at nursery. The nursery is in an older building and limited access to sinks in one area does not make it easy for these children to promote their personal hygiene by hand washing.

What steps need to be taken to improve provision further?

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

- consider how children who are bilingual can have their additional language represented at nursery
- consider how hygiene practices relating to both access and routines for hand washing can prevent the spread of infection.

The leadership and management of the early years provision

The nursery has a strong leadership and management team. They have effectively evaluated both their strengths and weaknesses and use these as a base for future

development. Great importance is placed on staff training and development. A high level of staff have early years qualifications and this is reflected in the good outcomes for children in their care. In addition to the high levels of staff with early years qualifications they have good levels of regular bank staff which allows them to offer the children greater continuity of care.

The management team ensure the key person approach is well managed and staff rotas are planned to ensure children are cared for by adults they know well and have formed supportive relationships with. Children are safeguarded due to the robust recruitment and vetting procedures. On a day to day basis children are also safeguarded as staff undertake thorough risk assessment of the environment.

The quality and standards of the early years provision

The nursery makes good use of its central location and staff take the children out regularly to local parks and places of interest. The children are encouraged to become involved in the local community. They have formed close links with the nearby senior citizens home who they visit at times such as Harvest Festival and Christmas. Children take gifts or their art work and sing songs to the residents. This gives them a firm understanding of the wider world and the different people who make up their community. Children form strong relationships with their key person. Staff clearly take time to get to know both the children and their families. These close links allows them to support the children well through times of change such as moving up to a new room. All children are encouraged to consider how their actions affects others. Staff give clear reasons why a certain behaviour may be unacceptable such as taking toys from their friends.

Children in all areas are provided with a suitable range of resources and equipment. This is stored at child height to allow for free access thus promoting children's independence. The nursery is set in an old building and due to the layout some children do not have easy access to hand washing facilities. At times when using the toilets in a large group children sit and wait on the floor for their peers to finish. This does not promote good hygiene practice.

The nursery has recently implemented a comprehensive recording keeping system which tracks children's development from birth to five years. These contain clear observations noting what each child has done to reach the varying milestones of development. Staff use both these records and their good knowledge of the children to inform future planning. Children have an active voice in deciding on what activities will be undertaken. Due to this they get the most out of activities such as role playing doctors. Staff engage in the children's play and ask questions to make the children think about what they are doing or allowing the children to bandage them. Children who are engaged in their play are given warnings ahead of tidy up time and if needed the routines are adjusted to allow them to finish what they are doing.

In addition to trips out into the local community children have use of an outside play area. The access points to this space do not allow for free access, however, children make good use of this area and go out several times a day. Whilst out

they take part in exciting physical activities such as balancing and building obstacle courses.

Information relating to each child's needs and preferences is obtained and considered when caring for the children. They do not, however, have information or resources which represent the second home language for bilingual children, otherwise the nursery has developed effective systems to support links between home and nursery. This helps promote continuity of care for the children. To further these relationships, staff, children and their families may meet up for a picnic in the local park at a weekend. The nursery has formed excellent links with other early years providers. Children who attend other settings have diaries which go between the two and allow for an effective exchange of information.

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?	3
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