

# Teddies Nurseries Limited

Inspection report for early years provision

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<b>Unique reference number</b>	107079
<b>Inspection date</b>	29/09/2011
<b>Inspector</b>	Julie Neal
<b>Setting address</b>	Former Bedminster Cricket Club, Clanage Road, Bower Ashton, Bristol, BS3 2JX
<b>Telephone number</b>	0117 9531246
<b>Email</b>	
<b>Type of setting</b>	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 is owned by Bright Horizons Family Solutions, an organisation that runs a number of nurseries in the UK and worldwide. The setting has been registered since 1999 and is situated at Bower Ashton on the outskirts of Bristol. There is a large, enclosed outdoor area for children's use.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children under eight years may attend at any one time, all of whom may be in the early years age group. There are currently 89 children in the early years age range attending at different times. The setting is open on Mondays to Fridays from 7.45am to 6.15pm all year round, except Christmas and public holidays. The setting receives early education funding for three- and four-year-old children.

The setting employs 16 staff to work with children, nine of whom have early years qualifications to level 3 or above and a further two are qualified to level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well. Children of all ages make excellent progress towards the early learning and development goals. This is because staff use their extremely good observations of children to plan a wealth of stimulating and challenging experiences that build upon previous learning. The setting demonstrates an ongoing capacity to identify areas for improvement and to sustain very high standards. Excellent systems of self-evaluation focus immensely effectively on 'what is it like to be a child here'. As a result, children enjoy an extremely inclusive experience in the setting and benefit from a learning environment that, overall, is most effectively organised to meet each child's needs.

## What steps need to be taken to improve provision further?

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

- reviewing how indoor space can be used more effectively to enhance children's learning experiences, particularly for those in the younger age groups

## **The effectiveness of leadership and management of the early years provision**

Excellent leadership and management, combined with the setting's strong emphasis on staff training and development, has resulted in a very enthusiastic and knowledgeable team. Staff have an extremely good understanding of their safeguarding responsibilities. All staff complete safeguarding training, and their knowledge and awareness of child protection issues is updated regularly through refresher courses. As a result, staff are confident in their ability to identify safeguarding concerns, and they demonstrate a very good understanding of the setting's procedures for taking appropriate action in order to protect children. For example, there is a process for a 'silent evacuation' where staff have a coded phrase to say to colleagues if they felt there was a need to quietly move children from part of the setting for their safety and wellbeing. Rigorous recruitment procedures ensure staff are suitable to work with children, and the setting has good measures in place to confirm their ongoing suitability. Children enjoy a safe and secure environment, where excellent health and safety procedures are implemented extremely well by staff. For example, procedures for administering any medicines to children require that this is always carried out by two senior members of staff. At mealtimes, systems such as colour-coded placemats, which also include a photo of each child, remind staff of children's dietary requirements and help to protect children where there is a risk of an allergic reaction to food. Risk assessments are excellent, and they are frequently reviewed to ensure that safety routines effectively support the needs of children attending the setting at any time. The premises are extremely secure, and parents are well informed about security procedures, recognising their importance in helping to safeguard children. For instance, parents have individual access-codes to the building, and they are vigilant in ensuring that they do not allow other people to enter with them.

All staff demonstrate a very strong commitment to achieving high standards and to promoting extremely good outcomes for children. As a result, systems of self-evaluation are excellent. The views of parents and children are valued and have influenced improvements in the setting. For example, feedback from parents resulted in a comprehensive review of how children's transitions between age groups is managed, leading to a greater involvement of parents in this process. Part of the outdoor learning environment has been transformed into a mini woodland and wildlife area at the request of children, who recently visited a nearby nature park and wanted to enjoy their own every day. Self-evaluation in the setting includes audits of specific areas of practice and how these can be improved in order to benefit children. For instance, a review of inclusive practice has led to staff throughout the setting training in the use of sign language with children, in order to further support communication. Dual-language resources have been developed, such as story-phones and books.

Children who have specific learning and development requirements benefit from the excellent relationships staff develop with parents and with other professionals involved in supporting them. This leads to extremely effective systems of sharing information in order to ensure consistent planning to promote individual children's

progress. Partnerships with parents are excellent at all levels. Staff show an immense respect for their wishes with regard to the care of their children. For example, babies' daily routines reflect those at home, and excellent two-way sharing of information ensures staff are aware of changes as children grow and develop. Information given to parents about the setting, such as policies and procedures, early years education, current activities and events is very thorough and is available in languages other than English. Some children attend other settings that provide the Early Years Foundation Stage, such as pre-schools or childminders. Staff are extremely proactive in developing relationships with these providers, in order to share information that supports children's learning and development. For example, key workers visit other settings to observe how children respond in a different environment.

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

Children's welfare, learning and development are supported extremely well. Children of all ages demonstrate very high levels of confidence and self-esteem. Babies and very young children feel secure and content because their individual needs and routines are understood extremely well. This is demonstrated in the open and happy way babies respond to staff and the confidence with which they expect their needs to be met. Children's behaviour is excellent. This is because staff create an environment where children learn to express their emotions safely and appropriately and where children learn to resolve differences. For example, when children are reluctant to share with their friends, staff talk to them about what they can all do to ensure everyone has a turn; children conclude that using a timer will be fair.

Staff make excellent use of routines, such as mealtimes, to encourage children to make choices and take responsibility. For example, very young children under two years help to serve themselves and to choose how much they want to eat. Staff also encourage the developing communication skills of this very young age group by encouraging children to repeat the names of each food item as they help themselves. Older children help to clear away their plates and to clean their tables when they have finished eating. Meals and snacks are nutritious and well balanced, and are used most effectively by staff to raise children's awareness of a healthy diet. Health promotion with children is extremely good and, as a result, they develop a clear understanding of how to keep healthy. For example, young children patiently wait to have sun cream re-applied before playing outside in the sunshine, and they are careful to keep their sunhats on all the time. This is because they know about sunburn and that it 'can hurt you a lot'. Children help themselves to frequent drinks of water as they play, and older children confidently explain how their bodies need water to make them 'work properly' and to cool them down when they are hot. Children enjoy regular daily exercise as they participate in an excellent range of physical activities. They enthusiastically dig in their allotment garden as they plant and grow vegetables, which children enjoy

cooking and eating. Children energetically take part in action songs such as ring-a-rosy and hokey-cokey; many children as young as three show they know their left arms and legs from their right. Children learn extremely well about how to keep themselves safe and simple, and effective strategies are used to raise their awareness of potential hazards. For example, the setting has a 'safety zebra' that is used very well as a prop for teaching children about aspects of keeping safe, such as crossing roads safely. Children also learn that if the zebra is sitting beside an activity, there are elements of possible risk and they should take care, such as when using sharp tools in model-making.

Children of all ages make excellent progress towards the early learning and development goals, relative to their starting points. This is because the staff team have developed immensely effective systems for planning activities to promote individual learning, which are based each child's key interests and enthusiasms. For example, children use a wide range of resources that develop their confidence in using information and communication technology. Some children are extremely confident in this area, and staff develop their skills with computers by introducing programmes that encourage them to explore aspects of creative play. For example, children confidently create their own artwork electronically and explore different effects that can be achieved using paint programmes. Staff use their excellent observations extremely well to monitor children's progress and to identify their next steps in learning. Children's progress is reviewed regularly with parents and, as a result, parents are well informed about and involved in, their child's learning and development plan. The learning environment is extremely well organised overall. Children make very good use of the excellent range of resources that are age appropriate and easily accessible. Space is used very well to encourage children to explore. For example, low-level mirrors, textiles and interactive toys invite young children to use different senses to investigate their world. Pots, pans and pipes hung on the fences encourage children to enthusiastically make their own music. There is a minor weakness in how some indoor spaces are divided up to provide children with a variety of learning environments. For example, the pre-school age group have wonderfully inviting cushioned and tented areas, which children use extremely well for small group play and to enjoy quieter activities, such as looking at books together. Younger age groups' rooms also have quieter areas that are equally comfortable, but less cosy and inviting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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