

# Teddy Bears Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY417037

**Inspection date**

20/10/2011

**Inspector**

Melanie Arnold

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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

Teddy Bears Day Nursery is a privately owned setting and has been registered since 1994. It moved to its current premises in 2010. It operates from a converted house in Bracebridge Heath, Lincolnshire. Children are cared for in three main rooms according to age and ability. The baby room is on the ground floor and the rooms for children aged over two years are located on the first floor. A kitchen, office, separate sleep room and toilets are also available for use. There is also an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 61 children under the age of eight years and is in receipt of funding for the provision of free early education to children aged three and four years. It is open weekdays from 7.45am until 6pm, all year round with the exception of Bank Holidays and for a week over the Christmas period. There are currently 63 children on roll, all of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities.

The nursery employs 17 members of childcare staff. Of these, one holds a degree in social work; one holds an appropriate early years qualification at level 5; one holds a qualification at level 4; and nine hold a qualification at level 3. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected and valued because the caring staff team work in partnership with parents, carers and other providers. The setting's mainly effective systems promote children's welfare, care, learning and development. All children are fully supported and enabled to make good progress towards the early learning goals. The planning for improvement and the processes of self-evaluation are effective, leading to continuous improvement.

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

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

- create further opportunities for older children to move towards independence as they develop their awareness of healthy practices with regard to eating and hygiene
- ensure all staff create a stimulating environment that offers a range of activities which will encourage children's interest and curiosity outdoors.

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

Leadership and management is strong, with everyone working together to promote the safety and well-being of all children. Staff turnover is low, resulting in an experienced, qualified staff team who fully understand and implement the setting's clear policies and procedures to safeguard children. For example, the setting is securely maintained, with potential hazards identified and minimised through robust risk assessment procedures. Staff are also knowledgeable about child protection, which further protects children from potential harm. All necessary records, documents and policies required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children's needs are met are in place and completed well. The setting has effective recruitment, vetting and induction procedures in place to verify the suitability of the staff team. Staff keep up to date with current practice issues and new ideas as the management team are committed to the ongoing training and development of the whole staff team. Everyone works together as they strive to make continuous improvements. The setting effectively monitors and evaluates their own provision through self-evaluation, which enables them to identify clear targets for future development.

Children have fun in the well-resourced and organised internal play space. However, the outside play space is not always used effectively by all staff to fully provide children with an interesting and stimulating range of play experiences. Partnership working in the wider context is good, leading to the inclusion of all children within the setting. Staff act as positive role models, valuing and respecting each child in line with their backgrounds and beliefs. Children with special educational needs and/or disabilities are fully supported as the setting liaise closely with outside agencies, working together for the benefit of the child. Staff develop effective communication channels with parents and carers, which helps to ensure the exchange of continuous information. Parents comment positively about the setting, stating they feel their children are well cared for in a safe, secure, welcoming setting. They also confirm that they feel fully informed about their children's daily routines and their progress.

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

Children are happy and settled in the warm and welcoming setting. Space and resources are organised well inside, with children cared for in three different rooms according to their age and stage of development. This ensures children access a good range of developmentally appropriate toys and resources to meet their needs. Children on the first floor enjoy playing on an enclosed veranda. They like to look out of the windows, waving to their parents as they leave or when they arrive to collect them, watching the cars going past on the road or waving to their friends playing in the garden below. Children's health and safety is maintained by the well-deployed staff team. For example, children are constantly supervised and clear outings procedures ensure children remain safe when they are away from the setting. The implementation of good health and hygiene routines helps to minimise

the risk of infection. Through activities, discussions and regular events, children learn to maintain their own well-being. For example, through planting and growing activities, children learn about the benefits of healthy eating and discuss the reasons why they have to wash their hands before eating their meals. However, older children's independence with regard to eating and hand washing is not always activity promoted as they develop their awareness of these healthy practices. Children over the age of two are cared for on the first floor. This provides them with daily opportunities to safely climb up and down the stairs, which also promotes their awareness of number. People of interest also visit the setting, providing children with good first-hand experiences which develop their natural curiosity as learners. For example, police and fire services visit the setting, helping children to learn about their roles and safety issues.

Children make good progress in their learning and development from their unique starting points. Planning, observation and assessment systems are in place and used well by the staff to ensure every child is developing within the six areas of learning. Children engage in an interesting range of hands-on learning experiences. For example, babies have fun exploring their environment using their senses. They enjoy making lots of noise with activity shakers, looking at electronic books and developing their skills as they play with shape sorters. Older children enjoy messy play experiences, developing their creativity with paint or when playing in the sand and water. They enjoy accessing books and either looking at them independently or listening to stories read aloud by staff. Practical activities using resources like a parachute or cuddly toys provide children with visually stimulating experiences which promote their awareness of opposites, such as left and right. Children skilfully use the computer, completing a range of different programmes which promote their development in all areas. Children's behaviour is good and their social skills are developing as they learn to share and to interact with their peers. Their awareness of the wider world is promoted through activities and discussions, which are currently based around a member of staff's trip to India. This provides children with an interesting learning experience, which is made more personal through their link with the member of staff. Children are settled and secure, seeking comfort in the care of staff, who provide them with lots of cuddles and reassurance when needed. This enables children to develop into confident, self-assured individuals who are motivated to learn.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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