

Teddies Nurseries Limited

Inspection report for early years provision

Unique reference number 159337
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Inspector Rosemary Jawara

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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

Teddies Day Nursery is a privately run group that registered in 2001. It is situated in the Streatham area of the London borough of Wandsworth. There is a fully enclosed area for outdoor play. The nursery serves the surrounding area. It is open Monday to Friday from 8am to 6pm for 51 weeks of the year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children under eight years may attend at any one time. There are currently 72 children on roll in the early years age range. There are currently no children on roll on the Childcare Register. The nursery receives funding to provide free early education to children aged three and four. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are 17 staff who work with the children. Of these, 16 have appropriate qualifications at level 3 or above. One member of staff is working towards an early years qualification at level 3. The manager holds a Montessori Diploma.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in most areas of learning as staff have a clear understanding of the Early Years Foundation Stage. Excellent attention to individual needs helps staff to integrate all children very successfully into the life of the nursery. Children with special educational needs and/or disabilities benefit greatly from highly effective partnerships with external agencies. Procedures to safeguard children are excellent and an effective key person system helps children to develop a very strong sense of security. The nursery is successfully meeting most recommendations from the last inspection. The management team shows a strong commitment to the on-going development of the nursery in order to drive continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the use of information and communication technology to enhance children's skills in operating simple equipment.

The effectiveness of leadership and management of the early years provision

Fully comprehensive policies relating to safeguarding and welfare guide staff exceptionally well in their daily practice. Staff carry out detailed risk assessments and rigorous safety checks to minimise risks to children very effectively. Extensive recruitment and vetting procedures rigorously assess the suitability of staff to work with children. Effective induction procedures and regular training successfully support the staff team's knowledge and understanding of safeguarding children procedures. Staff demonstrate an excellent understanding of what to do if they have any concerns.

Positive relationships exist between staff and parents and carers. They receive detailed information about the nursery and regularly share their views, for example, through questionnaires. They receive detailed information about their children's learning and well-being and they actively contribute to related decisions. Equality and diversity is at the heart of the nursery's work. Effective partnerships with parents and carers provide staff with an extensive knowledge of children's backgrounds and individual needs. As a result, staff promote an inclusive environment for all children very successfully. The management and staff team reflects the diverse make-up of the local community and this supports children well in their transition into the nursery. Staff thoughtfully select toys and resources that promote diversity to support the needs of all children. Children who are learning English as an additional language and those with special educational needs and/or disabilities receive extensive support. For example, excellent partnership working with external agencies very successfully enables all children to make good progress in relation to their starting points.

Staff successfully use and adapt resources to provide all children with a wide range of purposeful play experiences. Recent refurbishments provide welcoming indoor and outdoor spaces that effectively cover all areas of learning. However, there are some limitations in resources to promote skills for technology. The key person system effectively supports children in developing a very strong sense of security.. Systems for monitoring and evaluating the quality of the nursery are rigorous. Senior managers communicate high expectations to the nursery's managers and staff about securing improvement. Most recommendations from the last inspection are now in place. There is a high level of commitment from staff. Targets for the future successfully address any areas of weakness and consistently build on strengths.

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

Children flourish in this stimulating and challenging learning environment that effectively supports their individual needs. They show interest in the toys and resources available and spend time concentrating on activities. For example, they

are settled and content while concentrating on a planned activity to support a current interest in clocks. A small group of older children play with enthusiasm as they jump, dance and sing while playing musical instruments. They show delight while playing in the privacy of a den in the outdoor play area. All children learn to use simple sign language on a daily basis. This process effectively supports the needs of children with communication difficulties, while promoting equality and diversity. A wide range of resources to encourage early writing skills is easily accessible. Children have sufficient access to information and communication technology, although there are some limitations in the use of such resources. Observations and assessments of children's progress are thorough. Planned activities successfully reflect children's interests and individual learning needs. Key persons support children's individual needs very well and help them to gain new skills for the future.

Children enjoy an excellent range of experiences to help them respect each other's differences. They build exemplary relationships with staff and other children, which help them to develop a very strong sense of security. The welcoming environment enhances this sense of security. For example, soft cushions in a quiet area for older children encourage them to rest or read quietly and they find comfort from snuggling in. Children have an excellent understanding of good behavior. They receive lots of praise and encouragement from staff and show high levels of confidence. Children develop an excellent understanding of how to stay safe and receive exemplary support from staff in moving around safely and independently. Children receive good support in adopting healthy lifestyles. For example, young children anticipate food routines with interest and show a desire to feed themselves. They make healthy choices at meal times as staff encourage them to eat salad and drink water. Older children demonstrate a clear understanding of the importance of washing hands at appropriate times, for example, before meals. All children have unlimited access to fresh drinking water. Improvements to the outdoor area provide a good range of resources for physical exercise, such as gardening, music and movement. Children confidently negotiate space and move around obstacles.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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

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