

# Teddies Nursery

Inspection report for early years provision

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**Unique reference number** EY349210  
**Inspection date** 24/11/2011  
**Inspector** Tara Street

**Setting address** Teddies Nursery, 24 Kenwood Park Road, SHEFFIELD, S7  
1NF

**Telephone number** 0114 250 7846

**Email**

**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 Nursery is managed by Bright Horizons Family Solutions Ltd. It has been operating for a number of years and was re-registered in 2007. The nursery operates from a large detached house in the Nether Edge area of Sheffield and is predominantly a civil service work place nursery with community spaces available. There is a ramped access to the rear of the building providing easy entry to the nursery. Children have access to a secure enclosed outdoor play area. A maximum of 51 children aged under eight years may attend the nursery at any one time; of these, not more than 27 may be under two years. The nursery currently takes children from three months to five years of age. The nursery is open Monday to Friday from 8am to 6pm for 52 weeks of the year excluding bank holidays. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 77 children on roll who are all within the early years age range. Of these, 18 are in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 22 members of staff, including the manager, who work directly with the children. Of these, the manager holds a degree in early years. One holds a degree in early years education, one holds a qualification at level 5, 14 hold a qualification at level 3 and two hold a qualification at level 2 and are currently working towards qualification at level 3, all in early years. The nursery is a member of the National Day Nurseries association and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Teddies Nursery provides a very happy, welcoming and inclusive environment for children and their families. Children make good progress in their learning and development. They learn through the wide variety of interesting play opportunities provided which cover most areas of learning well. Excellent communication systems with parents, carers and other professionals ensure children's needs are understood and met. Overall, effective organisation of daily routines ensures children's enjoyment, that the nursery runs smoothly and that arrangements to safeguard children are robust. The nursery management shows a high commitment to maintaining continuous improvement and has a clear vision for the future.

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

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

- reduce incidents of frustration at meal times by reviewing routines so that children are not waiting for long periods and becoming restless
- extend the range of signs, symbols and pictures displayed in the outside play area to reflect a 'number rich' environment and encourage children to be creative in finding and solving problems
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them.

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

Managers and staff are very knowledgeable and well qualified in the safeguarding of children. They conscientiously make sure that their training is updated regularly so that they are able to recognise signs and symptoms of abuse if it occurs. Robust recruitment procedures are in place and staff are vetted for their suitability, protecting children's welfare. Detailed risk assessments are undertaken to ensure that the premises is safe and free of hazards. The rooms are thoughtfully set out to create an enabling environment for all children where they can freely access a wide range of resources. However, the organisation of lunch time routines results in older children waiting for long periods of time and becoming restless and frustrated.

The leadership and management of the nursery are strong. Every effort is made to ensure that children are provided with high quality care and education. Advice and suggestions for continuous developments within the nursery are always well received and taken seriously. The recommendations from the previous inspection have been thoroughly addressed, which have enhanced the quality of the provision. The self-evaluation process is well established and all parties with an interest are included in the process, for example, staff, parents, carers and children. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice, particularly for children with special educational needs and/or disabilities or those who speak English as an additional language.

Partnership with parents and carers is excellent and very effective. Parents speak very highly about the standard of the provision and are actively engaged in their child's learning and development. For example, parents and carers are encouraged to share information about their child's achievements by completing 'observations from home' sheets and staff provide extensive guidance on how to continue and extend learning at home. In addition, the nursery offers regular parent's conferences to review their child's progress and parent representatives are appointed to attend user group meetings and share their views. Excellent systems are in place to work alongside local schools, other settings, agencies and carers to ensure the progression, continuity of learning and smooth transition of children. For example, the nursery runs a 'Ready for school' programme which incorporates activities, such as registration time, packed lunch days and gym kits.

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

Children of all ages participate in a wide range of activities and play opportunities. They have many opportunities to initiate their own play and follow their interests to support their learning and development. The continuous provision of resources and equipment in the playrooms enables children to revisit areas and practise skills. Staff enhance the children's experiences through reviewing and reorganising the different play areas to stimulate children's interest and offer greater challenge. The detailed observation, assessment and planning process supports individual children's good progress towards the early learning goals. In addition, the nursery has introduced a tracking system to more effectively prioritise individual children's planning.

Children develop into confident individuals and communicators. Staff have created effective communication-friendly areas, both indoors and outside, to support children's speaking and listening skills. The nursery provides many resources to support children's creativity and imagination. Children confidently make models to their own design from recycled items, design racing cars with construction materials, play doctors in the role play area and explore the texture of sand, shredded paper and jelly water. Mathematical concepts are reinforced in daily activities and play, such as books, songs and rhymes. Children happily count how many children are going back into the building after outside play. However, the range of signs, symbols and pictures displayed in the outdoor play area does not maximise opportunities to create a number rich environment which encourages children to be creative in finding and solving problems. The children's growing independence is well supported. Toddlers learn to dress themselves for outside play, babies freely crawl to access different toys, and older children are encouraged to pour their own drinks and serve their own food at meal times. Children's awareness of technology is developed from an early age. Babies show pleasure as they press buttons and lift flaps to operate interactive toys. Older children competently operate programmable toys and follow computer programs using the mouse. Such skills ensure they are well prepared for their future success.

Children's awareness of equality and diversity in society is very well promoted through planned activities and resources. For example, 'all about me' books, which are completed by the child and their family, raise children's awareness of the different cultures, homes and family compositions. In addition, staff use 'speaking photo books' to encourage parents to record personal messages in children's home language for them to listen to and share with others. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality. Children develop positive attitudes towards a healthy lifestyle as they follow good hygiene routines and participate in healthy eating activities, such as growing their own vegetables. The nursery menu offers children a nutritionally balanced diet. The enabling outdoor environment actively encourages children to be physical and test their skills. Staff are positive role models and overall use effective techniques to manage behaviour. Children understand what is acceptable and benefit from a wealth of praise, encouragement and compliments offered from staff, which has a positive impact on their self-esteem and sense of belonging.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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