

Teddy Bears Nursery School

Inspection report for early years provision

Unique reference number EY340616
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Inspector Lynn Reeves

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Type of setting Childcare - Non-Domestic

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).

Description of the setting

Teddy Bears Nursery opened in 2003 and re-registered under new ownership in 2006. It is a privately owned nursery and operates from premises which are situated in the North Harbour area of Portsmouth. The nursery is set on two levels, consisting of the baby and toddler rooms on the ground floor and the pre-school rooms on the first floor. All children have sole use of a fully enclosed outdoor play area. Teddy Bears Nursery provides care for children from all areas and it is their policy to take children from the age of three months. The nursery is open from 07:30 to 18:00 Monday to Friday all year round with the exception of Bank Holidays and one week over the Christmas period. Children are able to attend a variety of sessions within these hours. The setting is registered on the Early Years Register to provide care for 52 children aged under five years at any one time. There are currently 85 children on roll, of these, 25 children are in receipt of educational funding. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are 12 staff, in addition to the owner and manager who work with the children. All have relevant early years qualifications and experience. Teddy Bears Nursery receives support visits from personnel within the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The nursery works effectively to ensure the promotion of children's welfare, learning and development. The good management of the nursery ensures continuous improvement within all areas of the setting. Staff continually assess and evaluate practice to develop and improve the provision and recommendations from the previous inspection have been fully implemented. The policies and procedures ensure the safe and smooth running of the provision. Children enjoy a good level of support from trained and enthusiastic staff and the nursery environment is organised well. As a result, the setting is fully inclusive and children are making good progress in their learning.

What steps need to be taken to improve provision further?

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

- further develop the evaluation procedures to include the impact on learning and the children's progress.
- further promote children's self care skills with particular regard to pouring their own drinks

The leadership and management of the early years provision

The management and staff team work well to ensure the outcomes for children are good. Children are cared for by suitably qualified staff who are deployed effectively between the rooms. The well established staff team work together to evaluate practice, continually monitoring and reviewing procedures to drive improvement. For example, action and development plans are in place and regular team meetings help to identify weaknesses. Although, the evaluation procedure needs to include the impact on learning and the children's progress.

Robust recruitment and vetting procedures are implemented well, ensuring all adults working with the children are suitable to do so. The manager monitors staff on a day to day basis and conducts annual two-way appraisal meetings to ensure concerns and achievements are discussed and training needs identified. Thorough risk assessments are carried out daily to ensure the nursery is safe and secure and policies and procedures are reviewed and updated regularly to ensure they reflect practice. The staff team all have a good understanding of child protection procedures and a secure knowledge of where to make referrals.

The nursery places a strong emphasis on working closely with parents and carers. Parents are fully involved with their child's learning as staff share children's learning journals and observations with them on regular basis so that parents are aware of their child's progress. Parents are provided with one to one meetings with key workers and progress reports and complete observation sheets on their children to encourage home learning with their child. Home daily diaries are used for babies and toddlers to record and share information regarding their food intake, sleep and nappy changing patterns. Parents are invited into the nursery at any time, photographs of the children are displayed on the walls and viewed via the digital computer-linked photo frames displayed around the nursery. This enables parents to see the things their children do at the nursery and learning can be continued within the home environment. Regular newsletters provide parents with information about nursery life and information is clearly displayed on the parents' notice board.

All the required paperwork and documents are in place and are maintained well, ensuring all the welfare requirements are being met and the children are protected.

The quality and standards of the early years provision

Children have access to an extensive range of activities and resources in a stimulating and well-organised environment. Children are enthusiastic to investigate and learn as they enjoy a wide range of activities. They are learning to think critically and become active learners. For example, as children play with the play dough they add the buttons to make the eyes and features and talk about the different animals and insects they are creating. They recall events that have happened in the past and excitedly explain about the insects they saw when the visiting Zoo Lab brought in the millipedes, snails, spiders and a cockroach from

Madagascar. Children laugh and giggle as they play in the water, counting the plastic fish and when dipping their hands in the paint to make patterns. Curriculum planning follows children's interests and ideas so that they are motivated to learn. Children enjoy listening to stories, often predicting what will happen next and mark make in various ways. Younger children use chinks and crayons to make marks, whilst more able children attempt to write their own names on their creations. Older children are demonstrating high levels of independence as they attempt to put on their own aprons and coats and take themselves to the toilet, however, some self-care skills are hindered as staff tend to pour the children's drinks. Staff respond to young babies' babbles which ensures they feel valued for their communications. Staff encourage children and babies to develop problem solving skills, for example, young toddlers work out how to place and take off the Velcro picture cards from the boards, whilst others like to watch the bubbles, and sparkle shapes in the shakers. Children of all ages have opportunities to use their senses in a variety of ways as they play in the sensory room watching the lights, playing with various media, lights and shakers and listening to music.

Staff have a good understanding of the early learning goals and are skilled at asking open-ended questions to extend children's thinking. They interact fully with the children throughout the day. They make themselves available to interact when asked and know when to stand back to let children's own play and ideas develop. Staff make detailed observations about what the children can do and use this information to identify their next steps to help track their progress successfully. Children's behaviour is good because they are kept very busy and staff take time to value their efforts by rewarding them with stickers, praise and encouragement. Staff implement clear rules and boundaries consistently, ensuring the children know what is expected from them. Children are developing their understanding of the wider world as they celebrate a range of festivals, dress up in different costumes, take part in cooking and food tasting activities and see a range of visitors. They learn about their own community as they visit places of interest, for example, the library, the pet shop and beauty spots. Children have visited the local market to purchase vegetables, which they then cut up and prepared to make soup.

Children foster an of understanding the good hygiene procedures through visual and practical experiences. They happily talk about the germs they may have on their hands and why it is important to wash them before eating. Staff implement good hygiene procedures, such as wearing disposable gloves for nappy changing, washing down table tops with anti bacterial sprays before food is served and using food temperature probes on children's lunches to ensure they are hot enough. The nursery provides a wide selection of snacks and cooked meals for the children and discussions take place around the importance of eating 'five a day'. Water is always available for the children to ensure they remain hydrated. Children enjoy the fresh air daily as staff make good use of the very well equipped outdoor play area. They climb, balance along beams, play on see-saws and show good spatial awareness riding bikes and scooters around the playground. Children develop use of their large muscles as they bend, skip and hop to songs and nursery rhymes.

Children's safety is promoted extremely well and good systems are in place to ensure the building is secure and no unauthorised people can gain access to the

children. Children learn how to stay safe as they are reminded to hold the banisters when walking up and down the stairs, not to leave things in the middle of the floor in case others fall over and they regularly practise fire evacuation drills. The organisation of the nursery is well planned and enables the children to make their own choices of play. Resources are easily accessible on low level storage, which is clearly labelled, increasing their decision making skills effectively.

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?	2
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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