

Teddies Nurseries Limited

Inspection report for early years provision

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Inspector	Lindsay Farenden
Setting address	Dunsthill Mill, 21 Riversdale Drive, London, SW18 4UR
Telephone number	02088702009
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, Southfields is a number of nurseries run by Bright Horizons Family Solutions. It opened in 1997 and operates from the ground floor of a converted mill. Children have access to a secure enclosed outdoor play area. The nursery is located on the border of Earlsfield and Southfields in the London Borough of Wandsworth, a short walk from Earlsfield station. It is open from 8.00am to 6.00pm for 51 weeks a year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children under eight may attend the nursery at any one time. There are currently 114 children aged from three months to under five years on roll, some in part time places. The nursery provides funded education for three- and four-year-olds.

There are 12 members of staff, 11 of whom hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish their time at the nursery where staff work diligently to inspire them to continually develop their skills. Consequently children make excellent progress overall in relation to their starting points. The nursery promotes a fully inclusive environment where every child is valued extremely highly as an individual. The management and staff team have an excellent capacity to continuously improve outcomes for children.

What steps need to be taken to improve provision further?

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

- developing further opportunities for children to find out about their local environment and community.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded. Staff have a very clear understanding of their responsibility to protect children from harm and of the procedures to follow if they have concerns about a child. The premises, garden and each individual outing are subject to rigorous risk assessments. Children are actively involved in doing the risk assessments in the garden with the staff. They are also very much

enjoy a soft toy called 'Candy floss' which is used by staff to help children develop a full awareness of potential dangers and how these can be minimised. Very robust recruitment procedures help to ensure that staff are suitable to work with children. Very high priority is given to supporting staff's professional development through thorough induction and appraisal systems and by attending regular training. Excellent communication between the management and staff team means that good practice is shared and encouraged and that the drive to improve is fully embedded. There is a very strong focus on seeking the views of all those involved with the nursery which helps to ensure that priorities are accurately targeted and have a positive impact on the children.

The nursery is very bright and inviting with photographs and displays of children's work and posters. The play rooms are very well-resourced with an excellent range of stimulating toys, natural materials, equipment and books. These are arranged at a low level, so they are attractive and easily accessible. This encourages children to make independent choices, building on their natural curiosity as learners.

Right from the start excellent relationships with parents are encouraged. As a result, staff and parents work very closely together to enable all children to reach their unique potential. Detailed information is actively sought from parents about their child's care and learning needs when they start and on a regular basis throughout their time at the nursery. As a result, staff can adapt the provision to children's changing needs. Parents receive weekly newsletters and information about activities that have taken place so they are able to further support their child's learning at home. Staff keep parents very well-informed of their child's progress through twice yearly meetings with their key person and detailed reports. The nursery works very closely with schools that children move onto. Shared information and visits to schools with nursery staff help to ensure children have a smooth transition into school. At present no other agencies are involved in the care of children but staff understand the importance of partnership working to fully meet their individual needs.

Children have many opportunities to learn about themselves and others through activities and visitors to the nursery. Each child has a superb family photograph book which they can refer to at any time, giving them reassurance and an excellent sense of identity. They have some opportunities to learn about the local environment and community through visits, such as to the library, but this remains an area for further development. Children develop an excellent understanding of cultural festivals through activities such as making lanterns, dragon pictures and using chop sticks at Chinese New Year. They make daily use of an excellent range of resources which reflect positive images of diversity. Children who are learning English are very well supported, as some staff speak a variety of languages and use various methods to aid communication with them. As a result children become confident speakers in both English and their own language.

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

Children thoroughly enjoy their time at the nursery. They are very confident which shows that they feel secure at the nursery and have a strong sense of belonging. Staff interact extremely well with the children, joining in with their play and encouraging their learning through discussion and open questioning. They are very skilled at making use of planned and naturally occurring situations to extend children's learning and development. The excellent key worker system means that children's progress is regularly and methodically observed and assessed by staff who know them very well. This information is used to tailor planning to each child's unique learning needs. As a result children make excellent progress and develop highly effective skills for the future. Children's behaviour is exemplary because they enjoy a highly stimulating, fun and challenging environment, enabling them to be busy and occupied at all times. Staff use praise continually to encourage children's efforts and achievements.

Children's creativity is exceptionally well supported. Older children enjoy the freedom to select and express their ideas through an extensive range of materials such as paint, glue, craft resources, dough and sand. Babies and toddlers also enjoy many painting activities and develop their senses as they explore media such as corn flour and custard. Cooking activities are very popular with the children and they enjoy tasting what they have made. Babies delight in exploring treasure baskets of natural objects and playing in a small ball pool.

Children's interest in books is actively promoted through the very comfortable and inviting book areas in each room. Children often look at books by themselves or with friends and listen with interest to stories read to them by staff. They very much enjoy action songs which they sing with great gusto. Children see a great array of text all around the nursery and older children enjoy sounding out letters that they know and can relate to their name. All children, including babies, take real pleasure in making marks with crayons and on the chalk board in the garden. They have lots fun taking the nursery bear on holiday with them and then using photographs to talk about their holiday experiences. This helps children to learn about different countries and about each other's lives outside the nursery.

Children use an excellent range of resources and activities to raise their awareness of colour, shape, numbers and form. They are beginning to count confidently and clearly understand numbers that are important to them, such as their age. Many older children thoroughly enjoy playing learning games using the computer. Children explore toys that require them to press and turn buttons to make sounds and music with great interest. Lots of happy laughter takes place as children play with an electronic toy beetle. Children use their imaginations creatively in the very well-resourced home corner areas and by using dressing up clothes. All children have a fantastic time playing in the garden which is used creatively to extend their learning. They have great fun riding bikes and playing with toy animals in the water tray. They explore how to use different types of door handles which are fixed to the wall. They learn about nature as they dig in the soil, explore herbs they have planted and take care of the African snail in the nursery. Children have

enormous fun building dens and other structures with the support of an outside specialist in this area that comes into the nursery.

Children are learning fully about healthy lifestyles. They are well aware of the importance of good hygiene and hand washing routines, for example before eating and after toileting. They learn about healthy eating as they receive a balanced and a very nutritious daily diet and eat their meals with obvious pleasure. Toddlers and older children delight in being able to serve their own foods, which they do skilfully with staff's help. Well-managed and flexible sleep routines ensure babies and children are rested and comfortable. All children are taken on regular walks and visit local parks to ensure they get plenty of fresh air and exercise.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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