

Teddies Nurseries Limited

3 Spencer Road, Raynes Park, LONDON, SW20 0QN

Inspection date

11/10/2012

Previous inspection date

02/12/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Effective systems are in place for gaining information from health care professionals for children with special educational needs and/or disabilities
- Children enjoy a wide range of activities and feel safe in the nursery
- Staff develop warm relationship with parents resulting in positive feedback.

It is not yet good because

- Procedures for observing and assessing children's progress, and planning for their next steps in learning, are not always effective. Staff do not always support children's learning well.
- Staff do not make good use of information from parents about children's interests and development, particularly when children are starting their placement.
- Staff do not promote children's independence well.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms and the outside learning environment
- The inspector completed a joint observation with the manager
- The inspector looked at children's assessment records and planning documentation
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Emma Mizzi

Full Report

Information about the setting

Teddies Nurseries, Raynes Park, is part of the Teddies Nurseries chain. This nursery registered in 2004 and operates from the ground floor of St Matthew's Church Hall in Raynes Park, in London. The nursery core hours are each weekday from 8am to 6pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary

parts of Childcare Register. There are currently 93 children aged from three months to under five years on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Children come from the local community. The nursery supports children with special educational needs and/or disabilities. It employs 27 members of staff of whom 23 hold an appropriate early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of support, coaching and training for staff b a): promoting their understanding of how to support children's learning effectively.
- develop the role of the key person by a) gaining consistent information from parents about children's starting points and interests on entry; b) using information from home to establish familiar routines for individual children within the nursery.
- improve processes to assess children's progress and to plan for their individual needs by a) making good use of observations of children's interests and achievements; b) making good use of information from parents about development at home.

To further improve the quality of the early years provision the provider should:

- enhance children's skills for independence by: a) encouraging them to serve themselves during snack and mealtimes; b) encouraging them to dress independently.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children engage in a wide range of activities and receive sufficient support from staff to make adequate progress across the different areas of learning and development. The educational plans incorporate sufficient aspects to promote children's learning, although staff do not always evaluate activities to improve practice. Staff make some observations of the children to inform their planning, and they gather some information about children's starting points from home. They encourage parents to share observations from home about any significant progress. However, they do not always use this information well to

extend children's learning to reflect their individual interests and needs. In addition, staff are not always familiar with the learning intentions for focused activities and so are not able to challenge children's thinking effectively. Overall, children develop sufficient skills to prepare them for their next stage of learning and for school.

Toddlers and older children develop some independence by placing their pictures on their coat pegs on arrival. However, staff do not always broaden independence skills, as children are unable to serve themselves at snack time or help with dressing themselves. Staff use mathematical language as they regularly undertake counting activities in the everyday environment, which supports children's understanding of number appropriately. The children have access to cameras, a computer and well-stocked arts and crafts area, which encourages them to explore the world around them and to engage in creative activities. The children create brightly coloured collages and staff display their artwork around the nursery showing the children they appreciate and value their contributions. However, staff do not always encourage children's creativity effectively as they sometimes direct art activities too rigidly.

Younger children enjoy exploring a suitable range of resources and they engage well in activities, such as sharing stories or building with blocks. Staff sometimes support their learning effectively, such as asking open-ended questions to encourage their responses, or modelling how to build a tower.

Children are not able to access outdoor play freely but do go outdoors at specific times during the day. They have access to three outside play areas with a suitable range of equipment available, including those to encourage the development of physical skills. Some of the toys show signs of wear although plans are in place to develop the outdoor space to further promote the different areas of learning.

Practitioners offer equality of opportunity to all children and promote an inclusive environment. Individual plans are in place for children with special educational needs and/or disabilities, and partnerships are in place with health care professionals to provide appropriate support. New children who are learning English as an additional language are made to feel welcome and appear to be secure as they join in activities with confidence. Staff learn some key words in their home languages to adequately support their early communication skills. All children develop an understanding of the world through celebrating a different country each month, including tasting traditional food and learning about the different cultures.

The contribution of the early years provision to the well-being of children

Staff work appropriately as a team. A key person system is in place and this ensures that children, including those learning English as an additional language, become familiar with the nursery and feel confident and safe. Parents feel welcomed into the nursery and staff reassure them when settling in their children. However, staff do not always obtain valuable information regarding children's needs, routines and interests, and so they are unable to prepare and plan effectively for new children's first days.

Staff support the children's confidence and self-esteem through giving praise and encouragement. Younger children have positive relationships with staff who generally comfort them well if they are upset. Older children learn to be considerate towards each other by being polite and sharing space and toys. Overall, staff support children's behaviour and independence adequately. Children develop an awareness of their own safety as they participate in regular fire drills. They show that they understand about tidying away their toys and activities, helping them to learn valuable skills for the future. They develop some understanding about healthy lifestyles, such as developing physical skills on a daily basis. Staff provide appropriate support to prepare children for the transition to school and have a graduation celebration when leaving the nursery, as well as school visits. The learning environment overall supports children's all round development satisfactorily.

Deployment of staff throughout the day generally works well, with the exception of snack times. During this time, the children are unable to make choices or help prepare their snack. Staff do not always interact with the children to help them develop their social skills and to engage in meaningful conversations as there are sometimes too many children around the table.

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

Overall, positive partnerships with parents and carers are in place. Staff share details of the children's day on a daily basis to keep parents informed of routines and progress. Parents are comfortable making their views known about the nursery as they can share these in a comments box. Parents state that they are very happy with the care that their children are receiving and that they have seen positive changes in the nursery. However, staff do not always use information from home well to support children's individual needs and progress.

Improvements since the last inspection include collating useful information about children with special educational needs and/or disabilities to support their progress. Suitable partnerships are in place with outside agencies to provide additional support. The management demonstrates a suitable understanding of the Early Years Foundation Stage and their roles in supporting staff and monitoring the educational programmes. They supervise and observe staff performance, and staff are able to undertake a range of training with the local authority to improve practice. Self-evaluation processes are sufficient and identify some areas for improvement, such as developing the outdoor space to further promote physical and active play. A development plan is in place to ensure that all staff strive to raise standards and make continuous improvements within the nursery, with targets that are regularly reviewed and evaluated. However, these systems are not always effective and there are some weaknesses in practice that limit the progress children can make.

Safeguarding policies are in line with legal requirements and reviewed annually. Staff

demonstrate a suitable understanding of their roles and responsibility regarding reporting concerns, and are able to recognise signs and symptoms of children at risk. Rigorous procedures are in place for the recruitment of new staff to assess their suitability to work with children. Appropriate risk assessments are in place to help provide a safe and secure environment, and to promote safety on outings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY266600
Local authority	Merton
Inspection number	814591
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	93
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	02/12/2008
Telephone number	020 8947 2398

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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