

Teddy Bears Day Nursery

118 Ashton Road, Denton, MANCHESTER, M34 3JE

Inspection date	13/11/2012
Previous inspection date	23/07/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		2
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

- Staff build warm relationships with children who settle well and demonstrate a positive approach to managing their feelings and behaviour. Children's self-esteem is promoted through regular praise and encouragement.
- Children learn about the importance of a healthy diet and regular physical exercise and have daily access to a stimulating outdoor play area.
- Staff understand the importance of providing a safe and secure environment for the children in their care. They regularly assess risks to children in order to ensure hazards are minimised.

It is not yet good because

- Staff do not clearly establish children's starting points or consistently identify their next steps in learning to help them plan an increasingly challenging range of activities.
- Opportunities for children to develop their independence skills are not fully implemented at snack and meal times.
- The nursery does not have a rigorous and effective system for evaluating the provision to ensure that practice is monitored and assessed to drive improvement.

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 throughout the nursery.
- The inspector held a meeting with the manager of the nursery.
- The inspector looked at a range of documentation, including the safeguarding and complaints policies and the self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and also their comments in questionnaires and children's records.

Inspector

Judith Kerr

Full Report

Information about the setting

Teddy Bears Day Nursery was registered in 2010 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Denton area of Tameside, and is managed as a limited company. The nursery serves the local and wider area and is accessible to all children. It operates from five rooms over two floors. There is no lift access. There is a fully enclosed area available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level three and above. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 100 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve the planning for children's individual learning by seeking information from parents about children's starting points and learning at home, and use observations to accurately assess children's progress and identify their next steps in learning.

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

- develop further opportunities to increase children's independence at snack and meal times by providing opportunities for children to serve themselves
- use self-evaluation to incorporate the views of staff, parents and children and use these to monitor, analyse and assess strengths and weaknesses in order to drive improvement.

Inspection judgements

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

Staff have a suitable understanding of how children learn and interact with children positively. Their knowledge of the learning and development requirements has been enhanced as some staff have completed training recently in relation to the different areas of learning. As a result, children enjoy a varied range of activities which take into account their individual learning styles and preferences. Children are keen learners and show concentration over extended periods of time during activities that they especially enjoy. For example, older children listen carefully and join in at appropriate times during favourite stories. However, although staff plan for children's individual learning they do not consistently use the observations they make to predict and plan for the next stages of their development. Information is collated in children's learning journeys but this is not yet clearly or regularly matched to the expectations for their given age. Consequently, it is

difficult to track children's progress or implement any action if they are falling behind. Daily discussions and diary sheets ensure that parents are provided with information to tell them about the activities that their children have taken part in. Staff gather a considerable amount of information about each child before they start at the nursery in order that they know about children's individual needs, interest and routines. However, they do not clearly involve parents in establishing what children know and can do on entry. Consequently, it is difficult to measure children's progress from their starting points.

Children show increasing language skills as they talk to the staff and the inspector. Babies babble and older children describe the cake they have just made from play dough. Babies are becoming active learners and explore which button to press to make all the shapes pop up again after they have been pushed into the puzzle. The children respond enthusiastically to the sports coach's enthusiasm during activities, which motivates their continuing involvement as they focus on standing on one leg and run to find the correct colour spot on which to stand. Children confidently develop mathematical skills and show an awareness of shape and space as they enjoy completing various puzzles. They express their imagination through a variety of different art or craft activities where they explore materials including sequins, glitter, crepe paper, paint and glue. Children also enjoy exploring a variety of textures within their play including shaving foam, sand, cotton wool and rice.

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

Staff and parents settle children in to the nursery using a system of gradual admission which ensures they each feel safe and secure. As a result, children are happy and settled in a welcoming and caring environment. They smile and seek reassurance from staff who are attentive to their needs and recognise their achievements with praise. All children, including babies, form strong bonds with their key person which helps them settle well. Children develop good social skills as they interact with staff and play with their peers. Staff use clear and age-appropriate behaviour boundaries for children. This helps them develop an understanding of acceptable behaviour, such as the importance of sharing and taking turns. The children are confident, seek out attention when needed but equally show patience when staff are otherwise engaged.

Children have a good understanding of how to keep themselves safe as they play within the boundaries of the staff's expectations. They know how to leave the premises in an emergency as they practise the emergency evacuation plan and older children learn about road safety through role play situations in the 'toy town' area of the nursery and when walking to and from school. The nursery recognises and respects children's individual dietary needs and provides acceptable alternatives to the main menu. Food and snacks provided are healthy and nutritious and staff encourage children to try different tastes and develop an awareness of healthy eating. In addition, activities also promote positive messages as the children begin to understand the impact of eating healthily and playing outdoors each day.

There is a wonderful outdoor area which is used throughout the year to provide opportunities for children to benefit from fresh air and balance, climb, manoeuvre wheeled

toys and play ball games. Weekly exercise and dance classes, from outside professionals, provide further opportunities for children to develop control and coordination of their bodies and are very popular with the children. Children are fully familiar with routines and are able to anticipate what is coming next. For example, they know that after lunch some of their friends leave to go to school. Children manage their own self-care needs, such as toileting routines and putting on coats confidently and independently. However, opportunities to serve themselves at snack and meal times are not always provided to enable them to make their own choices and enhance their independence further.

Resources are stored where they are easily accessible, according to children's ages and stages of development. Resources reflect the interests of children and therefore engage their attention. Staff ensure that all children are given equal access to all activities. Staff understand children's different cultural and language needs and this helps them to ensure that all children feel special and unique. Activities, including Spanish lessons and the celebration of various festivals, all support children's understanding of the wider world. Staff develop children's self-confidence by offering praise and encouragement for their achievements. Children receive appropriate levels of support and care to develop their confidence which helps them in preparing for the transition between the settings they attend and the next stages of their learning when they begin school.

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

There is a detailed policy in place for safeguarding children and staff are able to recognise the potential signs of abuse. They are clear about the local procedures which are to be followed and who they should contact in the event of having any concerns about a child in their care. Records of the information used to ensure staff are suitable to be in contact with children are in place for all members of staff to ensure the safety and well-being of the children. Staff complete risk assessments of the premises, indoors and outside, and supervise children closely at all times to further ensure their safety.

The nursery has a well-qualified staff team. Annual appraisal systems are an integral part of the nursery and the mentoring of staff through regular supervision has just been implemented in order to start to identify the future professional development needs of staff. However, systems for monitoring and evaluating practice are not yet fully established. As a result, the current staff team and new manager have not effectively monitored or evaluated their practice in order to recognise the strengths and weaknesses in the provision. Subsequently, the evaluation which is in place does not identify or monitor priorities for driving improvement under the revised Statutory Framework for the Early Years Foundation Stage.

The nursery provides a welcoming and friendly environment for children and their families. There is lots of information displayed for parents, such as policies, procedures, staff photographs and qualifications and information relating to fundraising achievements. The nursery works in partnership with parents, other providers of the Early Years Foundation Stage and external agencies to support children across the different settings that they

attend. Written and verbal feedback from parents shows that they are happy with the service they receive and know that their children very much enjoy attending the nursery.

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	EY390007
Local authority	Tameside
Inspection number	887660
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	106
Number of children on roll	102
Name of provider	Grosvenor House Nursery Ltd
Date of previous inspection	23/07/2010
Telephone number	01613359991

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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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