

Teddies Nurseries Limited

Old School Building, The Ham, Brentford, Middlesex, TW8 8HF

Inspection date

02/04/2013

Previous inspection date

01/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

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 2

The quality and standards of the early years provision

This provision is good

- Children enjoy their play and learning because staff understand how children learn and provide stimulating experiences to support their all-round development.
- Staff establish good relationships with parents by sharing all relevant information with them in order to provide consistent care.
- Effective leadership and management means that staff are clear about their roles and responsibilities.
- Robust procedures for safeguarding children are in place to support their wellbeing and safety.

It is not yet outstanding because

- children have few opportunities to handle large equipment and create structures of their choice in order to further develop their physical skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 each of the four children's rooms.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the deputy manager.
- The inspector sampled a range documentation including children's records and safeguarding procedures.

Inspector

Christine Bonnett

Full Report

Information about the setting

Teddies Nurseries Limited is one of 152 nurseries run by Teddies Childcare Provision Limited. It opened in 1997 and operates from a two storey building in Brentford, in the London Borough of Hounslow. A lift is not available. The nursery is open each weekday from 8am to 6pm all year; however care may be provided between the hours of 7.30am and 7pm by prior arrangement. There are currently 54 children on roll aged from nine months to under five years, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. It supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 14 staff, of whom 13 hold appropriate early years qualifications including two who have Early Years Professional Status. One staff member is working towards an early years qualification.

What the setting needs to do to improve further

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

- provide children with access to large portable equipment that they can move safely and cooperatively together and create their own structures in order to further develop their physical skills.

Inspection judgements

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

Children make good progress in their learning and development in this welcoming and friendly nursery. Staff use their knowledge and experience to accurately assess each child's stage of development in all areas of learning. They make good use of this information to identify the next step for each child and plan activities that provide interest and challenge to support their future learning. Staff use 'Wow moment' sheets to record major milestones in children's development and share these with parents. Parents also use the sheets at home, which are then included in the children's 'My learning story' books. Consequently, staff and parents work together effectively to support children's learning. The progress checks at age two give good information to parents about their child's development. Parents also have the opportunity to add their comments to the report. Staff support children learning English as an additional language well. They learn key words in the child's home language to help them settle and develop confidence.

Staff know how children learn, and understand that one well-planned activity will cover each area of learning. For example, the younger children help staff to make dough. They sit together around the table and feel the texture of the flour in the bowl. Staff talk to them about the changes that happen when colouring is added. Children then help to stir the mixture and form it into shapes.

Communication and literacy are well promoted. Staff skilfully question children to encourage them to think, respond and problem solve. For example, asking them to consider if a length of fabric is too long or too short to become a belt for Superman. Children draw and practise pre-writing skills with enthusiasm. They write lists in the home corner and create their own pieces of artwork. Mark-making materials are readily available in all the children's rooms. This enables children to develop the physical skills needed to hold and control pencils in preparation for school. Children enjoy listening to stories and joining in songs and rhymes.

Children enjoy playing in the garden. They ride tricycles and also have good fun washing them. Equipment is available outdoors to promote physical skills, such as a climbing frame with a slide. However, older children do not have access to large portable apparatus that they can move safely with their friends and develop their imaginations by creating their own structures.

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

The well-embedded key person system enables children to develop secure emotional attachments to staff. Parents share a wealth of information about their child with the key person when they join the nursery. Knowing the child's routine and individual needs enables staff to provide consistent and appropriate care and helps children to settle well. Young babies are nurtured tenderly and given plenty of positive eye contact by staff who show them affection and kindness. Staff hold babies in their arms for bottle feeds. Consequently, babies are relaxed and content. All children receive warm care from staff and children enjoy positive interaction with them.

Children enjoy nutritious, balanced meals that are prepared on the premises and take account of individual dietary needs. Children learn the importance of a healthy diet and explain that 'eating fruit makes you strong'. They also learn about the importance of developing good personal hygiene practices, such as washing their hands before eating. Meal times are social occasions. Staff eat with the children and model good manners and social skills. Staff also use a soft toy named 'Candyfloss' to remind children about safety, for example, not putting their knife in their mouth in case it cuts their tongue. Children's independence is promoted because they help to lay the table and serve their food.

Children behave very well. They become active learners by engaging well with the activities and exploring the resources that interest them. Older children learn the 'golden rules', such as helping to tidy up. Knowing what is expected of them helps children develop security and a sense of belonging. The nursery is conducive to children's learning. Children help staff to plan the lay-out of the rooms and how each area will be used to

enable them to access the resources independently. Staff use the resources well with the children by providing interesting activities and experiences that promote each area of learning effectively.

Effective systems ensure that children move confidently from one room to another within the nursery as they grow. Children visit the new room and become familiar with their new key person. Effective links with other early years settings children attend help support and promote learning because all relevant information is shared. Staff also support children to prepare for their next stage of learning at school by ensuring that they have made as much progress towards the early learning goals as possible. They help children manage their own personal care, including dressing themselves. Links are made between the nursery and school staff to share information to further ensure that the move is as smooth for the children as possible.

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

The manager and her deputy are both designated safeguarding practitioners for the nursery. They have attended appropriate training to ensure that they have the necessary knowledge and skills to enable them to take the required steps to protect the well-being of the children. All staff receive safeguarding training in order for them to act appropriately should they have concerns about the welfare of a child. Staff also understand the importance of maintaining an overview of their colleagues' practice in order to ensure that all children are treated with care and respect. The recruitment policy is robust, and ensures that all staff undergo suitability checks to work with the children. Detailed risk assessments and safety checks of the building also help to protect the children from harm. In addition, staff complete risk assessments whenever children go on outings. They consider how all obvious hazards can be minimised to keep everyone safe.

The management team understand the importance of continuously reflecting upon and developing practice in order to improve outcomes for children. They share their commitment towards the provision of high quality child care with their motivated staff team. The professional development of all staff is encouraged through further training opportunities. Systems are in place to monitor the effectiveness of the delivery of the learning and development requirements of the Early Years Foundation Stage in order to ensure that each child makes good progress.

Management and staff have developed a culture of self-evaluation. This is used to identify areas of strength and areas to enhance. For example, since the last inspection staff have gained knowledge and experience of how to observe the children's progress and more accurately plan the next step in their learning journey. Plans for the future include providing more natural resources for children to enjoy in the garden and enhancing the education programme in all areas of learning. Parent satisfaction surveys also influence the development of practice within the nursery. The management team welcomes all comments. Visits from the local authority development workers are also welcomed to help further enhance outcomes for children.

The key person system helps staff establish positive links with parents in order to meet the needs of the children. All relevant information is exchanged daily. Each month parents are able to meet for a more in-depth talk about all aspects of their child's experience at nursery with the key person. Parents' newsletters also keep them up-to-date with topical issues and up-coming events. At inspection, parents commented that they are very happy with the service the nursery provides and that they have observed how much their child's speech has developed. They also commented that they like the good level of communication they have with staff.

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 action. 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	116191
Local authority	Hounslow
Inspection number	908337
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	54
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	01/10/2008
Telephone number	020 8847 3799

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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, which are usually the childminder's 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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