

Teddies Nurseries Limited

29 Pembury Road, Tonbridge, Kent, TN9 2JB

Inspection date

12/04/2013

Previous inspection date

27/10/2009

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	1
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

- Staff have a superb knowledge of the individual needs of the children. Their care needs are met extremely well and as a result, children are happy, settled and feel secure.
- Staff have very good relationships with parents and carers in meeting children's individual needs and continuity of care and learning.
- Children are highly confident and show an excellent level of independence for their age, as a result of a highly stimulating and exciting environment that promotes learning and challenge.
- The management team are effective role models who effectively lead the staff team. Good interaction by committed staff enable children to make sound progress in their learning.

It is not yet outstanding because

- The processes for monitoring the learning and development programme and assessment arrangements can be further strengthened to provide a more robust analysis and comparison of all children's progress.

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 and manager completed a joint observation in the pre-school room.
- The inspector observed children's play in all four rooms.
- The inspector sampled records and documentation.
- The inspector carried out a question and answer style meeting with the manager.

Inspector

Julie Ready

Full Report

Information about the setting

Teddies Nursery was registered in 1999. It is part of a large day-care chain and operates from four main rooms of a single storey property in Tonbridge, Kent. The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm full year. All children share access to a secure enclosed outdoor play area. There are currently 120 children on roll, all of whom are in the early years age range. Of these, 52 children receive funding for the free early education to children age three and four years. The nursery currently supports children with special educational needs, and also supports children who speak English as an additional language. The nursery employs 18 staff; of which 17 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve the monitoring of the learning and development programme to provide a more robust analysis of the progress for all groups of children.
- strengthen the assessment arrangements to ensure all staff consistently record children's developmental stages.

Inspection judgements

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

Practitioners plan exciting and challenging activities for the children. The key person uses regular observations to inform the activities to make sure they interest individual child. Staff frequently record children's experiences in their 'learning stories'. Photographs and written comments are used to record and evaluate children's development and progress. Parents and children have regular access to these documents and are encouraged to add to them. Staff know the children well and are able to clearly describe the progress they are making. However, the regularity of completing assessments of children's progress is not consistent amongst staff. More consistency would ensure staff are always fully aware of children's stage of development when planning activities.

There is a good balance of adult-led and child-initiated learning. Staff support children's learning by using open-ended questions that encourage children's thinking and learning in a supportive environment. For example, during an activity with the water the children are

asked "will this float", "why has it sunk" and "which is heavier". Individual play plans are used to effectively support children with special educational needs and /or disabilities and make their learning fun. Dual language books and labels in French support children with English as an additional language. Staff engage well with parents to gather information about festivals they celebrate as a family. For example an informative display celebrates Passover and shows the activities the children have experienced in the nursery and at home. This encourages children to be aware of the world they live in and celebrate diversity.

Staff use home visits to get to know the children before they start. Parents are encouraged to share information about their children on an 'All about me' form during initial play visits. This helps to identify children's starting points for when they start at the nursery and identify any additional support they may need. Where there are concerns staff work closely with parents, supported by the nursery's special educational needs coordinator. As a result parents, staff and other professionals work well together to meet the needs of the children.

Children enjoy a range of activities across all the areas of learning and are encouraged to make independent choices. There is a cosy corner in every room where children share books with staff. Numbers are displayed clearly in all rooms, in the toddler room there are number cushions and plastic gel numbers. This promotes children's awareness and recognition of numbers. The nursery are implementing a new reading initiative to encourage children's love of books. Parents receive a regular newsletter that gives information on age appropriate books for children and where to buy them. Children focus on the 'book of the month' and are encouraged to bring books in from home to share with their friends. This promotes an interest in books and develops early reading skills. Staff in the 18 months to 2 years room have made books with photographs of the children who attend. These books are very popular with the children and help support their sense of belonging and emotional well-being.

Children regularly access the refurbished outdoor area which is well resourced and offers a variety of play experiences. For example, children can choose to do digging, use the sand pits, play in a bamboo tepee, cross a small wooden bridge and listen and watch the water feature. The children particularly enjoy acting out a fairy story and listening to the sound as they 'trip, trap' over the bridge. Staff encourage children's awareness of the outdoor environment by talking about the clouds and listening to the rain. Children make regular visits into the local community, including trips to the park and recycling centre. The children are encouraged to take photographs during their outings which are displayed at the nursery and this reinforces their learning about the world around them.

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

Staff demonstrate excellent care practices which ensure all children, especially very young children, make secure emotional attachments. Children settle very quickly and staff are highly skilled when comforting them which promotes a very calm environment. Children show they are happy and settled when they receive cuddles from their key person, when

feeling tired or unwell. All staff display sensitivity when interacting with children and this ensures children feel secure and accepted. Children are supported very well when starting the nursery and moving between the rooms. For example home visits, play visits and sharing information with parents supports children's ability to trust the adults who care for them. The key person system is highly effective and a buddy system supports consistent communication at times of sickness and holidays.

Children know how to keep themselves safe and are actively encouraged to be aware of danger. For instance, children complete a daily outdoor checklist before they go outside. Staff regularly practise the evacuation drills with children so they have a good understanding of what to do in an emergency.

Staff are highly effective in encouraging children's independence and self-care. For instance when children ask why they should wash their hands they reply "to wash the germs away". 'Tissue stations' at children's level ensure that even very young children can access them to wipe their noses for themselves. Children self-serve at lunch time and use cutlery independently, they pour their own drinks using small jugs. The cook prepares all snacks and meals and on the day of the inspection the children thoroughly enjoyed fresh homemade scones. A comprehensive system of using different coloured plates and bowls ensures children with special dietary requirements are identified to staff and receive the appropriate food. Any changes to the menu are discussed with the 'children's committee' who voice their likes and dislikes through pictures and discussion.

All of the children enjoy regular access to the outdoor area and appropriate clothing such as ponchos and all-in-one suits are always available. This allows children access to the outdoor area in all weather. Babies and toddlers have regular visits to the local park. All visits away from the nursery are thoroughly assessed for risks prior to the visit. In the outdoor area children enjoy digging in the sand pit, riding bikes and imaginary play in the bamboo tepee. The preschool children can play in a wooden loft area that they access by going up stairs, use of this helps promote and challenge them in their physical development. Children behave extremely well, developing their skills by playing together in small groups with support from staff that is not intrusive but allows them freedom. Children are exceptionally well prepared for changes they may experience such as starting school. For instance the key person visits the school with the child and discusses the changes with both the child and the parents. Staff are excellent role models and extremely calm and polite when they speak to the children. As a result, children are learning to treat others with respect and their manners are superb.

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

The management team are motivated to drive improvement and continually develop the service they provide. The manager regularly monitors all aspects of the provision and has a good understanding of the safeguarding and welfare and learning and development requirements. The nursery has taken positive steps to address the action and recommendations made at the previous inspection. They have also made any changes

needed from the implementation of the current Statutory Framework for Early Years Foundation Stage. Robust recruitment procedures and staff selection are in place and new staff undergo a three month induction programme. The staff show a good understanding of how to maintain the safeguarding and welfare requirements and children's safety is given high priority. Effective procedures ensure that staff identify and reduce risks to children. For example, the entrance door is closely monitored during arrival and departure times and the daily risk assessments are consistently completed.

There are good systems in place to ensure all members of staff are involved in developing the nursery, for example there are self-evaluation folders in each room. Recent improvements include the refurbishment of the outdoor area. Staff have also completed training to extend their understanding of how best to support learning in the outside environment. Regular staff supervision and appraisal identify and support staffs professional development. As a result, staff feel valued by the management, so they are enthusiastic, motivated and morale is high.

Parent's views are sought through questionnaires and there is a parents noticeboard that displays a variety of useful information. The nursery offers parents regular opportunities to discuss their children's progress and input into their children's 'learning stories'. Parents are encouraged to contribute to the children's 'learning stories' and the manager prints off any weekend news and photos sent to her by parents to add to these. Parents are invited in to discuss the progress check at two years and the transition form for school.

Parents evening and social events, such as summer barbeques and family picnics, give all parents an opportunity to share information. The 'children's committee' ensures that children's voices are heard and their views recently contributed to ideas for the garden refurbishment and the revised food menu. This shows that the nursery encourages parents and children's views and welcomes suggestions from them to help them improve further. Parents are happy with the information they receive when their children start at the nursery and appreciate the effort staff make to ensure they feel welcome. They appreciate the regular discussions they have with staff on a daily basis and find staff friendly and approachable.

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	127673
Local authority	Kent
Inspection number	842864
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	120
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	27/10/2009
Telephone number	01732 500 565

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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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