

Teddies Nurseries Limited

48 Chipstead Valley Road, Coulsdon, Surrey, CR5 2RA

Inspection date	18/04/2013
Previous inspection date	18/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 use a good range of interesting and varied activities that are suitable for their ages because staff have a good understanding of how young children learn.
- Children have good opportunities to contribute to the decisions that affect them through their participation in the Children's Council.
- Staff use robust procedures to work in partnership with parents and others.
- Children receive strong support from staff for their changes from nursery to school.

It is not yet outstanding because

- The older children are not always able to choose freely when they want to play outdoors, they have to wait for staff to count them in and out of the garden and cannot spontaneously extend their imaginative play outside.

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.

Inspection activities

- The inspector observed activities in all play rooms including the garden.
- The inspector had discussions with parents and staff and talked to children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and information provided for parents.

Inspector

Linda Coccia

Full Report

Information about the setting

Teddies Nursery is one of a national chain of nurseries owned by Bright Horizons Family Solutions. It originally opened in 2005 and operates from a Victorian school building located in Coulsdon, Surrey. It caters for children from the local area. The nursery is registered on the Early Years Register. The hours of operation are from 8am until 6pm. Prior arrangements can be made for earlier drop off at 7.30am and later collection at 7pm. The nursery offers morning sessional care from 8am to 1.30pm and afternoon sessions from 1.30pm to 6pm. The nursery is open all year round excluding bank holidays and a week at Christmas. There are currently 103 children aged from three months to under five years on roll. The children have access to three large indoor play areas and two enclosed outdoor play areas. The nursery caters for a few children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 23 permanent staff. Of these, 20 staff hold relevant childcare qualifications at National Vocational Qualification level two and above.

What the setting needs to do to improve further

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

- enhance opportunities for older children to move freely into the outdoor areas, to spontaneously extend their imaginative play from indoors to outdoors.

Inspection judgements

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

Children attend for a variety of sessions and full days. Staff have a good impact on children's learning and progress because they demonstrate a good understanding of the areas of learning. This helps them plan an interesting and varied educational programme which is effective in engaging and motivating children to learn. Planned activities give a good emphasis on communication and literacy. Staff take account of children's starting points and capabilities when assessing their progress, and when planning activities to help individual children acquire skills for the next stages of their learning.

Staff demonstrate their skill at managing activities and challenging children. For example, while children are attempting to play hopscotch the member of staff spontaneously challenges them to hop to a specified number. The children all demonstrate good number recognition and recall. They all attempt to move on one foot and then to two feet and back again. Babies show how they can pull themselves up on the low level furniture. They learn to speedily manoeuvre their walkers to get to different areas of the room. This

shows that the children are effectively developing their physical skills. All children enjoy music. The babies and toddlers investigate the musical treasure baskets while the older children learn how instruments work. Staff promote books throughout the nursery to children and parents alike. The growing readers' scheme helps children develop a love of books and reading. The older children conduct book reviews and staff capture their comments and words next to their pictures of the stories. This teaches children that marks have meaning. Some children are able to identify letter shapes and begin to sound out letters. Children who speak English as an additional language have access to some dual language books. Staff effectively teach them and those children with special educational needs and/or disabilities to use prompts for communicating their needs. For example, picking up a cup indicates they are thirsty. They also use pictorial prompts and timelines to help them understand what comes next. Staff are able to cater for children with special educational needs and/or disabilities in the spacious play rooms with only minor adaptations required to allow physical movement around the areas. Staff use a system for older children to indicate when they would like to go outside. While children can broadly go outside when they want to there is sometimes a delay while staff count children in and out, to maintain ratios. This does not allow older children to spontaneously extend their imaginative play activities into the garden area. For example, children using buggies indoors cannot take their dolls for a walk in the garden.

All children competently use push button toys. The babies and toddlers use them to listen to musical sounds and watch display lights. The older children competently operate computer programmes. They learn about each other's differences as they learn about different countries that the children's families come from. This includes any cultural festivals and celebrations. All children use varying degrees of role play. The older children use complex social play to act out their experiences whilst the toddlers like to use hats and bags in their pretend play. Children help staff to make all of the posters displayed around the nursery. For example, the poster displaying staff photographs also have children's drawings of staff displayed next to them. All children have opportunities for their work to be displayed with their photograph rather than their name next to their creation. This allows the children to readily identify their own work. Children participate in lots of exciting activities and demonstrate that they are interested and keen learners.

The key persons carry out good assessments of their key children's starting points and progress in their learning. They competently identify children's next steps which they use to inform the activity planning. The key persons have daily verbal discussions with parents about their children's progress and to find out about children's play preferences at home. They meet with parents each term to discuss their child's learning journey in more detail. The staff in the toddler room effectively complete the two year assessments for parents to use at their child's Health Visitor check. Records clearly show that children are making good progress towards the Early Learning Goals and those children with identified needs are closing gaps in their learning given their skills and abilities.

Staff prepare children very well for the next stages of their learning and their moves to school. Key persons accompany children to their new rooms and give clear instructions to their new key person. The visits are frequent which means that children know their new room well before they stay there permanently. Staff provide the older children with lots of school based role-play, which includes opportunities to wear different uniforms from the

schools they will be attending. Staff take pictures of the allocated schools so that children can talk about them. They encourage the children to be excited about the changes and invite children who previously attended nursery, back to see their friends and chat about their experiences. This means that children receive first hand information about their upcoming move to school.

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

Staff use effective care practices to help children feel welcome and safe at the nursery. The effective settling-in procedures such as, offering a number of entry sessions and, establishing routines with their key person, help children separate easily from their parents. The well established key person system means that bonds are strong between the children and staff. Children demonstrate confidence as they happily chat to visitors. Babies demonstrate interest in visitors from a safe distance. This shows children feel emotionally secure at the nursery. Children are cared for in a stimulating, well resourced environment both indoors and outside. All toys are stored in low level cabinets which mean children have easy access to them. Babies have their own outdoor play area which they use frequently throughout the day. The toddlers are able to move freely into their outdoor area which they share with the older children. However, the older children are unable to spontaneously extend their play into the garden whenever they wish to. Overall, children enjoy the benefits of the different play areas.

The staff are good role models for the children. They are polite and respectful to each other and the children. Children learn about acceptable behaviour as they are encouraged to share toys and consider each other's feelings. They gain a good understanding of risk and keeping themselves safe by using 'Candy Floss' who reminds them to modify behaviour around different hazards. 'Candy Floss' is a character who accompanies children to various activities to help keep them safe. Children recognise that 'Candy Floss' is there and that they need to think about what they want to do. For example, children know to wait patiently for their turn in order to use the fireman's pole safely. This shows that staff give children's safety a high priority and children learn to manage their own behaviour.

Children have clear opportunities to make their views known in the nursery. Each week children volunteer to be part of the Children's Council. They wear printed badges to show they are part of the council. The group spend time with a member of staff discussing their ideas on a fixed topic. This week children talked about the new summer lunch menu. They thought about the different foods they like and came to a group decision about some meals to help the cook decide on changes to the menu. The children chose food that they considered healthy, such as, chicken, pasta and fruit. This shows that children have a good understanding about keeping their bodies healthy and enjoy a healthy lifestyle with regular physical activity. Children record their council decisions on paper by making marks or doing drawings. The children discuss all manner of subjects and have influenced some significant improvements, for example, suggesting activities for the planned garden improvements. They want tunnels and a track for their bikes. The member of staff ensures that the manager is aware of any decisions and that children's views are included in the nursery's thorough self-evaluation. This shows that children's views are extremely

important to the nursery. They know that their opinions are valued, which underpins their strong confidence levels.

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

The manager and her deputy manage the nursery very well. A well informed staff team helps them. They use a wide range of good policies and procedures which have undergone a Head Office Audit conducted by Ofsted to ensure they meet the requirements of the Early Years Foundation Stage Framework. Staff implement the safeguarding procedures very well. They ensure visitors sign the entry book and accompany them around the building. This means that children only have contact with suitable people. Staff regularly discuss the nursery's safeguarding procedures at their room and team meetings. The manager sets questions for the staff to debate and research so that their good understanding of child protection issues continually underpins all they do. This means that staff give children's safety and well-being high priority. The nursery's recruitment and vetting procedures are rigorous and robust. All staff have an enhanced disclosure issued by the Criminal Records Bureau. Evidence of the nursery's good staff induction programme, supervision and appraisal systems, and details of staff professional development programmes are all contained in the well maintained staff files. This demonstrates that the manager has a good understanding of her responsibilities towards her staff. It also shows that children are cared for by staff who are knowledgeable and well informed.

The manager demonstrates a secure understanding of the areas of learning and how children learn. She has good systems in place with which she monitors the various educational programmes for the different ages of children. She focuses on helping staff develop their assessment of children's progress. Systems include weekly meetings with senior staff to discuss the planned activities for children and any activities that staff plan for children with identified needs. These systems enable the manager to plot children's progress in all areas of learning. She effectively monitors the progress of different groups of children, including children with special educational needs and/or disabilities and those who learn English as an additional language. These systems identify any gaps in learning between children and staff plan well to close these gaps. This means that all children participate in a good range of activities suitable for their ages, skills and abilities.

The nursery has very strong partnership working with parents and others. Records clearly show that key persons and the group's special educational needs co-ordinator dedicate themselves to securing professional help for children when required. Initially, they liaise closely with parents and have high regard for parents' views about their children. They fully pursue referrals made to the local speech and language service and provide detailed assessments to doctors at the local hospital when required. They fully support any requests from professionals including building suggested activities into the child's individual play plans. Children receive excellent support as do their whole family. Parents are thoroughly supportive of the nursery. The parent committee provides excellent support for new parents. They work closely with the nursery to provide open days and

family days for everyone to attend. The parents receive an informative monthly memo detailing the different schemes their children participate in and how these promote different areas of learning. For example, under the heading 'growing mathematicians' the memo explores how using building blocks aid the development of children. This provides useful suggestions for ways for parents to become involved in their children's learning at home. The nursery also uses targeted and effective systems to carry out self evaluation and to identify significant areas for improvement. The manager displays the comprehensive self evaluation record on the parent notice board. It is also e-mailed to parents to encourage them to give their views and make suggestions for improvements. Parents complete questionnaires on a number of occasions covering different aspects of care for their children. For example, parents complete a settling in questionnaire and can offer suggestions on how the nursery can improve the processes. Parents report that they feel really welcome at the nursery and fully appreciate the open door policy giving them access to the manager and all staff whenever they need it. Children benefit from the close partnership working with their parents because their parents understand how they are developing and progressing.

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	EY304350
Local authority	Croydon
Inspection number	908927
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	103
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	18/03/2009
Telephone number	0208 763 9496

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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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