

# Teddy Bears Day Nursery

Martinet Road, Thornaby, STOCKTON-ON-TEES, Cleveland, TS17 0AS

<b>Inspection date</b>	27/02/2013
Previous inspection date	03/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Good systems are in place to monitor children's development; this ensures they make good progress towards the early learning goals. Staff skilfully use observations of children's progress and interests to further promote their learning and development.
- Staff work closely with parents when children first attend to establish children's starting points, family history and care routines, supporting children's transitions into the setting very well. Purposeful and regular information is shared with parents, ensuring they are fully informed of their child's progress and activities they are involved in.
- Links with a wide range of external agencies and other providers are well-established and make a strong contribution to meeting children's individual needs.
- All children are assigned a key person, which helps children form secure attachments and promotes their well-being very well.

### It is not yet outstanding because

- Children's growing independence and self-help skills are not always fully promoted, as opportunities for children to serve their own meals and pour their own drinks are not always available.
- Opportunities for babies and young children to explore and investigate a range of natural resources and everyday objects are not always freely available, which does not fully develop their understanding of the world around them.

## 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 the main playrooms and outdoor areas.
- The inspector spoke with the owner, manager, staff, children and parents at appropriate times throughout the inspection.  
The inspector looked at children's development files, planning documentation, the settings self-evaluation form, policies and procedures, children's records and other relevant documentation.
- The inspector carried out a joint observation with the manager.

## Inspector

Vivienne Dempsey

## Full Report

### Information about the setting

Teddy Bears Day Nursery was registered with the current owners in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Thornaby area of Stockton-on-Tees. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 13 members of child care staff. Of these, 11 hold appropriate early years qualifications at level 2 or above and two members of staff have a relevant early years degree. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

### 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 children to further develop growing independence and self-help skills, by encouraging them to serve their own meals and pour their own drinks
  
- extend opportunities for babies and young children to explore and investigate a range of natural resources and everyday objects, to develop their understanding of the world around them.

## Inspection judgements

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

Staff have developed strong links with parents. They gather a wide range of information from parents at registration to establish children's starting points and care routines, helping to support children's transitions into the setting. This helps the child's key person to build an accurate picture of children's development. Children are very settled and happy as staff provide a welcoming and friendly environment that helps them to feel at home and secure. Development files are in place for all children. Observations are clearly linked to relevant areas of learning and development and development bands. These are

assessed and used to effectively plan for next steps in children's learning. Systems to track children's progress are in place. These clearly show how children are making good progress towards the early learning goals.

Children enjoy cuddling into staff as they read stories together on the comfy sofa. Staff encourage children to talk about the pictures and repeat new vocabulary and give young children time to respond. They give meaningful praise as they repeat new words and the children are keen and eager to learn. This is instrumental in developing the children's communication and language skills and encourages a thirst for learning.

Children have a positive attitude towards learning and participating in activities and experiences both indoors and out. They have great fun in the outdoor area where they have opportunities to climb, slide and crawl. This helps them to effectively practise their physical skills. Older children enjoy digging the soil and planting a range of vegetables, such as broad beans, cabbages and onions. This helps to develop their understanding of growth and changes and gives them opportunities to talk about the things they have observed. Staff use effective questions to promote children's thinking and learning. They encourage children to talk about different sized containers in the water play, for example, big, medium and small, developing their knowledge of size.

Staff provide opportunities to support and enhance children's awareness of difference and diversity through resources, activities and images which represent diverse backgrounds. Older children enjoy taking part in activities to celebrate Chinese New Year. For example, they make Chinese lanterns and dragons and staff display a variety of Chinese artefacts and costumes. Babies and young children enjoy exploring a range of boxes and bottles, moving and shaking them to make a variety of sounds. They laugh and giggle as they make the different sounds. However, opportunities for babies and young children to explore and investigate a range of natural resources and everyday objects, to develop their understanding of the world around them are not always freely available.

Children enjoy building with the blocks; they carefully make towers and compare the heights of the towers they make. Staff encourage them to count the number of bricks they have used and correct their mistakes sensitively and model counting to five and beyond. This helps to promote children's understanding of number names and provides opportunities for them to count in their play.

Staff work with children who speak English as an additional language and children with special educational needs and/or disabilities and provide additional support to ensure all children are fully included. The progress check at age two has been completed for all relevant children. Parents and external agencies are fully involved in the process and any concerns have been shared and acted on. Parents are also given information about activities they can do at home to ensure continuity in children's learning. 'Ready Steady Play' bags are also sent home with parents, giving them advice on how to support their children's progress through play and interaction.

A well-established key person system is in place which helps children to form secure attachments and promotes their well-being. Staff give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. For example, all children are involved in regular fire evacuation drills, which develops their awareness of safe procedures to follow in the event of an emergency. Staff also talk to children about safety during daily routines and activities. For example, they talk to children about why it is not safe to climb on tables or run indoors and encourage them to clear away toys from the floor when they have finished, so they do not cause a tripping hazard.

Children have good opportunities to be active. For example, they have daily access to the outdoor areas and regularly visit local play parks, where they thoroughly enjoy the fresh air. This helps to develop their understanding of the need for physical exercise to promote their good health. The nursery has a designated cook and they work closely with parents and external agencies to ensure meals are nutritious and meet children's individual needs and requirements. However, opportunities for children to be fully independent and develop their self-help skills are not always fully utilised. For example, staff do not always provide opportunities for children to serve their own food and pour their own drinks at lunch time.

Staff offer a stimulating and interesting learning environment. Resources are easily accessible to all children and are relevant to their age and stage of development. The setting helps prepare all children for the transition to the setting and good systems are in place for transition to local schools and nurseries. For example, staff work closely with children, parents and other providers to fully support children's transitions, helping them to prepare for the next stage in their learning. They also visit settings regularly and staff take photographs of the main areas of the setting the children will use. They use the photographs to familiarise the children with the setting before they attend full-time. Children display good behaviour. Staff provide lots of praise and encouragement. This promotes and supports children's confidence, self-esteem and achievements very well.

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

Staff have a good understanding of their responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear procedures for assessing any risks to children's safety are in place and well understood. Written risk assessments are regularly reviewed and information from accident records are used to further assess risks, inform staff practice and the layout of furniture in the setting. Parents are quickly notified of any accidents sustained by children and any first aid given. Accident and medication records are maintained and signed by parents. This helps to keep them informed at all times and helps to protect children's welfare. Staff ensure that guidance from Ofsted relating to serious accidents is used to inform their decision making. This demonstrates their good understanding of following and implementing the revised Statutory Framework for the Early Years Foundation Stage.

All staff have completed relevant checks to ensure they are safe to have contact with

children. They have a good understanding of the signs and symptoms of abuse and the procedures to follow if they have any concerns about children in their care. A wide and relevant range of written policies and procedures are in place. These are successfully implemented and shared with parents. Attendance records for children and staff are in place, these are accurately maintained and demonstrate that staff to child ratios are maintained at all times. A minimum of two members of staff are on site at all times and all staff hold a current paediatric first aid certificate. All of which helps to protect children's welfare.

Staff have a good understanding of the educational programmes. Well organised systems are in place to monitor children's learning and development. Observations, children's interests and comments from parents and other agencies are assessed. This information is then used to challenge children's progress across all areas of learning.

Systems for self-evaluation are in place. Staff work closely with the local authority's advisor and attend relevant training to continually improve the service they provide. They also seek comments from parents and children, helping them to consistently promote outcomes for children. Regular appraisal systems for all staff are also in place; these are used to highlight training and development needs, ensuring continuing professional development for all staff members.

Development files, regular progress reports, daily diaries and in-depth daily discussions provide parents with a wide range of information regarding children's care and learning needs. Parents comment that 'Staff are very supportive and always there for us, very professional and very helpful'. They also state that 'It is an excellent nursery and children love coming here' and 'the children have come on in leaps and bounds since they started'. Staff work closely with other providers and have daily discussions to effectively support continuity of children's learning between the settings.

### **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

<b>Unique reference number</b>	EY287166
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	906372
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Teddy Bears Nursery
<b>Date of previous inspection</b>	03/11/2010
<b>Telephone number</b>	01642 761333

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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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