

Teddies Nurseries Limited

20 Langley Road, Beckenham, Kent, BR3 4AD

Inspection date

30/04/2013

Previous inspection date

26/07/2011

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 are happy and enjoy their play because staff provide interesting and varied play activities.
- Children make their own choices about what they play with because the toys are easily accessible.
- Children and staff have strong relationships because staff consistently treat children with respect.
- Staff foster good relationships with parents because they are always available to provide information and support.

It is not yet outstanding because

- The nursery does not have systems in place to allow managers to fully and effectively monitor the progress of particular groups of children.

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 talked to staff, children and parents and observed children at their play.
- The inspector sampled the nursery's required records including their safeguarding procedures, children's records and risk assessments.
- The inspector carried out a joint observation with the manager.

Inspector

Linda Coccia

Full Report

Information about the setting

Teddies Nurseries in Beckenham registered in 2002. It is part of the Teddies Nursery group which was established in 1992. It is now owned by Bright Horizons who operate a national chain of nurseries. The nursery operates from a detached, converted three-storey house in a residential area of Beckenham in Kent. The nursery operates over two floors with the top floor being used as a utility area and staff room. Children have access to six play areas and a large secure outside play area. The children attend for a variety of sessions and some attend on a full-time basis.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll who are all within the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It also receives 'Free-for-two' funding for two-year-olds. The nursery currently supports children with special educational needs and /or disabilities and children who speak English as an additional language.

The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. There are eight permanent members of staff and five regular bank staff. Of these, nine hold a relevant childcare qualification at National Vocational Qualification (NVQ) level 2 and above. The manager holds an NVQ at level 6. The nursery also employs a cook who prepares meals on the premises.

What the setting needs to do to improve further

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

- strengthen the systems to monitor children's progress, especially for particular groups, such as those children identified as being in need of additional support.

Inspection judgements

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

Staff have a good impact on children's learning and progress because they effectively enthuse and motivate children to participate in the interesting range of activities. When planning activities staff take into account children's starting points and capabilities particularly for those children with identified needs. Staff have a good understanding of the expected levels of development, which is reflected in the depth and breadth of the educational programmes. This means that children are provided with stimulating activities and receive good support to acquire skills and close gaps in their learning. Children

thoroughly enjoy the wide range of interesting activities. Staff are skilled in teaching children that making marks is important. For example, the older children enjoy creating the various signs on display around the nursery in their own writing. They know these provide information for others. This prompts children to make their own voluntary marks as they play. The staff teach children that books also contain information and position appropriate books next to different activities. For example, they place craft books in the design areas to give children ideas. Children have their own favourite books and love to sit and look at the pictures and talk about what is happening in the stories with adults. Some of the older children are able to recognise and sound out letter shapes enabling them to try to read stories for themselves. Staff promote the growing mathematicians scheme to make sure all children effectively engage in mathematical activities. The babies and toddlers enjoy simple water play as they collect water in different sized utensils. The older children look at the numbers on water gauges to see how much water is inside the tubes. They can recognise number shapes and use a good variety of equipment to help them calculate different groups of numbers.

All children love to be creative. Babies explore paint and use this to produce pictures for parents. The two- to three-year-olds explore the custard and glitter mix and suggest using cornflakes instead of sand to use with their cars. The preschool children use chalks, felt pens and a wealth of other mediums with which to create displays for the nursery walls. All the children enjoy the wide selection of music played throughout the day. The babies especially love to move their whole bodies to the music. Children happily engage in role play activities and the staff provide real utensils and dried foods for them to use. They carry out effective assessments of hazards before they are made available to the children, for their safety.

Children learn about the world as they engage in growing activities in the garden. They talk about what to plant and decide on how they need to care for plants. The children plant a good variety of vegetables and flowers in pots to harvest and eat them at a later date. Children use a wide variety of physical activities from ride on toys to balls and bean bags. The children learn that physical play has an effect on their bodies and that they need to drink lots of water and rest between bouts of physical activity. Children demonstrate that they are interested learners because they are fully engaged in the activities on offer. Key persons keep precise and accurate development records on each child. Staff competently identify children's individual next steps and use them to inform the activity planning. The key persons work extremely closely with parents to exchange information about children's learning at nursery. They effectively use systems to engage parents in their children's learning. For example, many parents carry out written home observations of their children's play and add these to their child's development records. These help the key person to precisely identify children's developing interests and changing needs. Other systems help to ensure that staff work closely with parents at the time of their children's moves to school. This helps prepare children and fully support them for the changes and next stages in their education. The development records sampled clearly show that children are making good progress towards the early learning goals given their starting points.

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

Parents report that children are eager to attend and consider staff to be members of their extended family. Children are welcomed warmly on to the premises by smiling staff. They know the children very well and chat to them about their siblings, pets and home activities. This allows the children to feel emotionally secure at the setting. The nursery's homely feel and well-resourced environment also plays a big part in helping children feel safe and secure. Children are able to choose what to play with and where to use activities either indoors or outside, which effectively fosters their independence. The planned development of the garden area will increase children's choices and with the help of Candy Floss, the nursery's safety character, children will gain an even better understanding of risks and how to play safely. For example, currently Candy Floss helps children identify hazards and adapt their behaviour to avoid accidents. With the planned addition of climbing frames in the garden Candy Floss will help children identify new situations where they need to cooperate with others. Staff effectively teach children about safety thereby demonstrating that children's safety is a high priority to them. Children behave very well in the nursery. They are considerate to each other and share toys well. The older children are encouraged to be good role models to the youngest children when they are all playing together in the garden. They emulate the staff's good, respectful behaviour towards each other and the children. For example, children are heard to say please and thank you to each other. This shows that children are developing their social skills.

Children play outside in all weathers. They know they should dress appropriately. For example, children know they must wear sun hats and apply sun cream in sunny weather as well as wrapping up warmly in cold weather. All children practise the nursery's good hygiene procedures and understand that germs can make them feel poorly. For example, staff encourage the toddlers to blow their own noses by using mirrors so that they can watch what they are doing. Children eat a good selection of healthy nutritious food at snack and meal times, which they thoroughly enjoy. Their empty plates are a testament to the delicious food they receive. Therefore, children have many opportunities to adopt a healthy lifestyle at the nursery.

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

The manager and her senior staff organise the nursery well using the good range of policies and procedures provided by the company. The staff demonstrate a good understanding of the nursery's robust safeguarding procedures to protect children's welfare. These include implementing the necessary referral systems for concerns about children to the appropriate authorities. They supervise the children well and appropriately record any accidents the children may have. They also effectively implement systems to ensure children only come into contact with suitable people. For example, staff rigorously check all visitors to the nursery before they are allowed access to the children. The nursery's rigorous recruitment and vetting procedures ensure staff are suitable to work with children. Staff are included in a thorough induction programme, regularly meet with the manager for one-to-one sessions and have annual appraisals. These help the manager

to assess their continued suitability, monitor their practice and encourage their professional development. Therefore, children are looked after by suitable people.

The staff demonstrate a good understanding of the areas of learning and how young children learn. The manager regularly monitors the good educational programmes devised by staff to support the individual needs of the children. This means that staff cater effectively for children's individual needs. For example, the staff learn words from children's home languages when children are learning English in order to effectively communicate with them. The manager effectively monitors the children's development records and, discusses these with key staff to make sure that assessments are accurate and precise. However, there are no effective systems in place which allow the manager to readily assess the overall progress made by all of the children, especially whether those groups of children with identified needs are closing the gaps in their learning. Overall, staff demonstrate that they meet children's needs. The manager conducts regular evaluations of the nursery's service. She effectively identifies the setting's strengths and weaknesses by obtaining the views of staff, parents and children. For example, parents and children give suggestions for improvements to activities particularly in the garden area. The manager's good ongoing action plan demonstrates that she and all the staff are making concerted efforts to improve.

The nursery has good procedures in place for working with other agencies and care provisions. The nursery's special educational needs co-ordinator (SENCO) monitors children to identify their needs and makes referrals to other agencies when necessary. She regularly liaises with the area SENCO and the local authority speech and language department to enable children to receive the appropriate support. The nursery has excellent partnership working with parents. Parents receive extensive information about the way the nursery operates and are extremely pleased with the way managers consult with them about any proposed changes. Parents report that they are extremely happy with the nursery and, in particular the staff who make time to discuss all care issues for their children. They comment that their children's key persons know their children very well and are extremely competent when working with them. They state that they trust staff implicitly with their children's care. Parents all know where to find their children's development records and know they can look at them whenever they want. Therefore, children receive excellent care because their parents are very well informed and know that staff will respect their wishes.

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	EY245454
Local authority	Bromley
Inspection number	914190
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	56
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	26/07/2011
Telephone number	020 8658 7499

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

