

# Teddies Nurseries Limited

270 Staines Road, Twickenham, Middlesex, TW2 5AR

<b>Inspection date</b>	08/05/2013
Previous inspection date	20/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are happy and secure and they make good progress as they play in welcoming child-friendly and well-resourced playrooms, ably supported by caring, friendly, enthusiastic staff.
- The manager and deputy are very enthusiastic with high aspirations to provide high quality care and learning. They effectively monitor all aspects of the nursery to develop high standards.
- Partnerships with parents are very positive and they are well informed about their children's progress and the nursery practices.
- Children's safety and welfare is very well promoted. Staff are very safety conscious and children enjoy nutritious well-balanced freshly cooked meals.

### It is not yet outstanding because

- Younger children do not have regular opportunities to explore the local community to develop their understanding of the world.

## 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 and spoke to children in all the playrooms and in the outside play area.
- The inspector observed the staff practice and talked to them throughout the inspection.
- The inspector met with the manager and completed a joint observation in the preschool room.
- The inspector reviewed documents and briefly sampled policies and children contracts and children's development records and observations.
- The inspector took account of the views of parents spoken to at the inspection.

## Inspector

Carol Willett

## Full Report

### Information about the setting

Teddies Nurseries registered in 2004 and is one in the group of nurseries owned by Teddies Childcare Provision Limited. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a detached, three storey house in Twickenham, Middlesex. Children are grouped in rooms according to their age range. Rooms on the ground floor are easily accessible to all. Those on the first floor can be accessed by a flight of stairs. The nursery is open each weekday for 51 weeks of the year from 7:30am to 6pm. They close for a week at Christmas and for all public holidays. There are currently 76 children on roll in the early years age group. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery supports children who learn English as an additional language, and children with special educational needs and/or disabilities. The nursery employs 17 members of staff. Of these, 14 hold appropriate early years qualifications. The manager holds an early years degree and Early Years Professional Status. Two members of staff are working towards a childcare qualification. In addition, the nursery employs a cook.

### What the setting needs to do to improve further

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

- Increase opportunities for all children to develop an understanding of the local community and wider world.

### Inspection judgements

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

Children are happy, confident and enjoy themselves at the nursery. Staff have good childcare skills and are knowledgeable about the Early Years Foundation Stage. They organise the playrooms well to provide children with a wide range of good quality play equipment. Resources are easily accessible to children, which means they actively explore across all areas of learning. Staff find out about children's starting abilities through discussion with parents and through information gained at settling-in sessions. Staff understand how children learn and they allow children the time to try things themselves. For example, children sit with staff and use knives to peel and chop potatoes and onions. This enables children to become confident in their abilities.

Staff organise adult-led play experiences to develop specific skills based on their observations and key persons plan activities for their children. For example, staff use

coloured cubes in an interesting way to develop children's awareness of patterns and sizes. They effectively maintain development records about children's progress and next steps for learning. Staff complete a summary of children's progress at aged two years, which they share with parents. The nursery has good systems in place to identify children who may need extra support. Regular meetings with parents keep them fully involved with their children's learning. They view children's records and discuss their child's development. The manager effectively uses a company software system that enables her to have a good overview of children's progress. This means they can identify and address any gaps in learning and between groups, such as differences between boys' and girls' achievements.

Children make good progress with their learning as their needs and interests are well known. Staff are caring and attentive and know when to support children and when to allow children to independently explore and learn. Children are confident speakers. They enjoy story time and confidently talk about the pictures in the book and provide ending to sentences in favourite stories. Children are developing friendships within the nursery and they join together to develop role-play scenarios. They happily share toys with their friends. Staff promote the diversity of the children in the nursery and make sure all their cultures are valued and included in planning. Staff make books of the range of languages spoken within the nursery to support children learning English as an additional language to develop their communication. Older children are encouraged to care about the environment. They are 'eco warriors' and have a check list to see that all rooms in the nursery is eco-friendly. All children thoroughly enjoy using a wide range of materials, such as jelly, cornflour, sand and water to develop the sensory skills. Children have some opportunities to learn about the natural world as they grow plants in the outdoor play area. However, younger children do not have regular opportunities to explore the local community to develop their understanding of the world.

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

The nursery has an effective key person system so children are well settled and secure. Babies are content as staff obtain detailed information about their care routines so they can meet sleep and comfort needs. New children enjoy lots of care and attention to help them settle and feel reassured. Children develop a good sense of belonging as there are photographs of them and their families put on display within their playrooms. Staff also value and display children's art work so the children develop a strong sense of pride. Staff create attractive well-resourced learning environments in each room as well as outside to promote children's learning and development. Children have lots of choice and develop good independence as resources are easily accessible. Older children are independent in their personal care routines. This helps prepare them for school. Children's behaviour is very good. They cooperate and take turns and they show care and concern towards their friends when they are upset. They happily help to tidy up the toys to care for their environment. Staff give gentle reminders and clear explanations, such as when younger children try and climb through playhouse windows. This helps ensure children learn safe behaviour. Staff use effective methods to prepare children for school. Group times and planned activities help develop children's confidence in sharing their thoughts and ideas.

Links with local schools are good and key staff meet with reception teachers to share information about children's learning so they have insight into the children moving on to school.

Children develop a good understanding of healthy lifestyles. They eat well as the nursery provides nutritious and appetising meals, freshly cooked on the premises. Snacks include fruit each day and children's drinking bottles are freely accessible so that children do not get thirsty. These have labeled pictures so even the youngest children know which is their bottle, limiting the risk of cross infection. Older children help serve their own food and lay the tables at meal times, developing good independence skills. The nursery is an inclusive environment and caters very well for all children's dietary needs. Staff take training to enable them to care for children with any specific dietary and health needs. Hygiene routines are well organised to minimise the risk of cross-contamination. Staff clean up during the day so the premises stay clean for children's use.

Children enjoy daily outdoor play. The garden provides children with suitable opportunities to develop physical skills. They explore the natural world as they dig and plant vegetables and herbs. Children enjoy using a range of unusual and interesting play materials on loan from an outside company that they organise into their own designs. This develops their creative and problem-solving skills. Staff give clear explanations to children, which helps them to understand about keeping themselves safe. For example, older children learn that red stickers on resources mean they need adult supervision to use them. Staff use a toy zebra 'Candy Floss' to encourage older children to think about safe behaviour. As a result, children learn to manage their own safety and develop their confidence.

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

The manager and deputy work well as a team to provide good support for the staff and children. Staff are friendly and enthusiastic and provide a caring stimulating play environment for children. Staff clearly understand their responsibilities to protect children and know what to do if they have any concerns about their welfare. They all complete safeguarding and first aid training during the thorough company's induction process. Staff complete regular risk assessments and daily checks to ensure the premises are safe. They supervise children closely at all times. There are effective company procedures for the safe recruitment and monitoring of staff. This helps ensure staff are suitably qualified and ratios are maintained well. The regular staff meetings and training days keep staff up to date with any changes. Staff understand their responsibilities to promote children's welfare. They follow good procedures when children have accidents and share all information with parents. The company completes annual health and safety audits of the nursery, which helps ensure they are following good procedures to keep children safe.

The staff team are well qualified and have a confident understanding of the learning and development requirements of the Early Years Foundation Stage. They make good use of the company's effective documentation for observing and recording children's learning and interests. They use this effectively to plan for children's individual learning. They provide

regular assessments of children's progress including for those required for children aged between two and three years. Staff write details of children's learning targets on white boards outside the play rooms with the activities planned to achieve these. This helps keep parents well informed about their children's learning and development.

Partnerships with parents are very positive. Parents are very happy with the support, care and learning their children receive. They feel the friendly staff are very honest, flexible and accommodating. They feel well informed about their children's time at the nursery through regular discussions and meetings. They like their children being able to have comfort toys with them that staff keep safe within the nursery. Staff keep parents well informed as they collect their children each day. There are also good opportunities to discuss children's progress at regular parents' meetings. Alongside this, they have access to newsletters, and detailed information put on display on notice boards. Partnerships with other professionals are good. Staff receive additional training to support children with specific needs to successfully promote their inclusion within the nursery. The self-evaluation process is effective. There is clear understanding of the strengths and areas they wish to improve to enhance the quality of the provision for children. Staff work hard to provide high quality childcare. The company's early years advisor regularly visits, working closely with the manager to implement new ideas for improving all aspects of the nursery. Staff are enthusiastic to develop their skills and knowledge. They have access to in-house on-line training systems and are supported to take higher-level qualifications to enhance their knowledge and skills.

### **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>	EY266599
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	890470
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	58
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	20/01/2009
<b>Telephone number</b>	020 87552685

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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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