

# Teddies Nurseries Limited

3 March Road, Twickenham, Middlesex, TW1 1BW

<b>Inspection date</b>	25/04/2013
Previous inspection date	16/06/2011

<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

- Staff promote children's all-round development because they have a good understanding of the learning and development requirements and how to implement them.
- Staff have a secure understanding of their responsibilities towards safeguarding the children in order to promote their well-being.
- Children benefit from the strong partnerships that exist between the staff and parents. Information is regularly shared to support children's care and learning.
- The manager and her staff develop their service for the benefit of the children by continuously evaluating their practice.

### It is not yet outstanding because

- Some resources, particularly those relating to expressive arts and design, are not always accessible or combined together routinely to fully promote children's creativity and imagination.

## 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 all the children's rooms and the garden.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range documentation including children's records.
- The inspector discussed safeguarding and behaviour management issues.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

Teddies Nurseries Limited registered in 1995. It is one of 202 provisions owned by Bright Horizons Limited. It operates from converted premises in Twickenham in the Royal Borough of Richmond upon Thames. The nursery is open from 8am to 6pm for 51 weeks of the year. There are currently 81 children on roll aged from four months to under five years, some in part time places. The setting is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities, and also those who learn English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 15 staff, of whom, 13 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:

- enable resources, particularly in relation to expressive arts and design equipment, to be available at all times and be moved and combined together to allow children to make best use of them to further develop their creativity and imagination.

### Inspection judgements

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

Staff have good knowledge of the learning requirements of the Statutory Framework for the Early Years Foundation Stage and consequently provide interesting and fun activities. This means that children enjoy their learning and make good progress in the friendly and welcoming nursery. Staff observe and assess the children as they play and this ensures that each child engages in activities that are planned to meet their individual needs. The information gained from the assessments is also used as the basis of the progress checks at age two years. Parents provide a wealth of relevant information about their child when they join the nursery to ensure that the care provided is consistent and appropriate. The regular progress reviews keep parents well informed about how the children are developing and also enables parents to support their children's learning at home.

Children enjoy sitting with staff for a story and developing their listening and understanding skills. Children have fun pairing-up with a friend and doing the actions as they sing 'row row row your boat'. This activity promotes children's personal and social skills and well developing their language and communication. Children have some opportunities to develop their creativity by making large models of space ships from boxes

and plastic bottles and talking about what they might see in space. They also have fun developing their senses by exploring the properties of different materials. For example, Children feel the texture of breakfast cereal bars coated with paint. Staff encourage them to look at how the colour of the paint changes as it mixes together.

The garden provides a rich learning environment for children. Children develop physical skills by climbing, balancing and riding. They also dig and plant seeds to learn how to nurture living things as they monitor their growth. Younger children also benefit from physical exercise. They smile with pleasure as they jig about to music and shake the musical instruments.

Children speaking English as an additional language are supported well by staff. Staff learn key words and use picture books with captions in English and other languages to help the children to settle and feel secure. Staff liaise effectively with other agencies to ensure that every child receives the support they need to help them make the best possible progress towards the early learning goals.

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

The key person system is effective and contributes towards children settling well and forming secure emotional attachments with staff. Children show that they feel secure and safe in the nursery because they enjoy interacting with staff, such as when they huddle together for a story. Children are eager to explore the play materials and join in the activities. Because they are engaged in interesting play throughout the day their behaviour is good. Staff give gentle reminders to them about being kind to their friends, should any squabbles arise.

The nursery has a wide range of play equipment and resources that are generally used well by staff to promote each area of learning. Children also independently help themselves to resources of the choice. However, some equipment, such as the home corner is not fully available throughout the day because of the lunch time arrangements. This limits the amount of time available for children to be imaginative and play cooperatively together. Also, items such as scissors are not always introduced to further extend children's physical development and creative skills during art and craft activities. This means children do not always have free access to a wide range of resources to support their imagination and creativity.

Children benefit from nutritious meals that are planned to meet their individual dietary requirements. Children sit around tables at meal times and learn how to serve themselves, which promotes their independence. Staff support children's growing understanding of the importance of adopting a healthy lifestyle. Older children explain which foods are good for them and which should be avoided. Children also learn the importance of wearing sun screen and drinking plenty of water in order to avoid the harmful effects of the sun.

An effective system is in place to ensure that children move successfully from one room to another within the nursery. Children make several visits to their new environment during

the transition period to help them become familiar with their new surroundings and new key person. A progress report passes to the new key person, and parents complete an updated 'all about me' form to ensure consistency of care in the new room. Children are also well prepared for their next stage of learning at school. Staff work towards ensuring that they can dress themselves independently and manage their personal care needs. When possible, nursery staff will also liaise with the schools to share all relevant information to support children as they move on.

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

The manager and her deputy are the designated safeguarding staff members for the nursery. Both have received appropriate training to equip them for the role. In light of a concern that was raised before the last inspection, safeguarding procedures have been strengthened and new initiatives implemented over recent years. Easier access to training means that all staff now receive regular refresher training relating to managing children's behaviour. The robust recruitment procedure ensures that all staff have the required checks to assess their suitability to work with children. These include obtaining enhanced checks with the Disclosure and Barring Service (DBS) at the time of their employment and at regular intervals subsequently. In addition, staff are afforded regular opportunities to discuss their health and well-being with the management team as part of the on-going assessment their suitability. Staff are aware of their responsibility to report any concerns they have about the welfare of a child in order to protect them from harm. They also understand the importance of passing on any concerns about the conduct of a colleague that could adversely impact upon the well-being of the children.

The detailed risk assessments and routine safety checks of the premises help to ensure that all obvious hazards to children's well-being are managed effectively. Children learn how to keep themselves safe by assisting staff with the checks. For example, they check that the gates are closed and that there is no harmful litter in the garden before playing outside.

Through the supervision of staff, the manager monitors the delivery of the learning and development requirements. This ensures that all children receive a planned programme of learning that meets their individual needs. The professional development of staff is also promoted through on-going training opportunities. The manager and her staff reflect upon and evaluate their practice. Action plans are devised to bring about positive changes, thereby improving outcomes for children. Since the last inspection, the garden has been refurbished and now provides children with an exciting outdoor play space. Parents express their views about the nursery's provision by completing satisfaction surveys. The manager welcomes and considers all suggestions and ideas for enhancing the service. Staff establish positive relationships with parents. Information is exchanged routinely to keep parents well informed about how their child has spent the day. The open door policy means that parents can see their child's 'learning story' at any time to monitor their progress and to discuss any issues with staff. At the inspection parents commented that they have observed how much their child has progressed since starting the nursery. They

welcome the level of communication they have with their child's key person. Parents also commented that they feel the children are safe and secure on the premises.

### **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>	109191
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	909850
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	16/06/2011
<b>Telephone number</b>	0208 744 9643

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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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