

# Teddies Nurseries Limited

60 Beaconsfield Road, London, N11 3AE

<b>Inspection date</b>	27/06/2013
Previous inspection date	25/08/2009

<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

- Partnership with parents is effective there are good methods of communication keeping parents informed and they are fully involved in their child's learning.
- Children's creativity and imagination is well promoted, they are encouraged and supported to create their own stories, characters and unique designs.
- The key person system is effective as a result children feel safe and secure in their environment which supports their wellbeing and learning.
- The effective organisation of the outdoor area supports and promotes children's learning in all areas.

### It is not yet outstanding because

- Some children are not always supported to be part of larger groups particularly when moving from one type of activity to another, during the daily routine.

## 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 sampled a range of documentation.
- The inspector observed interaction between staff and children.
- The inspector undertook an observation of staff practice with the manager of the nursery in the garden.
- The inspector gained the views of the parents.

## Inspector

Maria Conroy

## Full Report

### Information about the setting

Teddies Nursery in New Southgate, London, is part of the Bright Horizons Family Solutions team. The nursery opened in 2003 and is situated in a single storey building close to schools, transport and parks. There is access to an outdoor play area. The nursery is situated in Southgate in the London Borough of Barnet. It is open each weekday from 8am to 6pm, Monday to Friday except for bank holidays. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 90 children on roll in the early years age group. The nursery gets funding for the provision of free early education to children aged two, three and four years. The nursery is able to support children with special educational needs and/or disabilities. The nursery employs 16 members of staff, 14 of whom hold an appropriate early years qualification. The manager holds a Master Degree in Early Years Education. The nursery also 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:

- review the organisation of the daily routine when moving from one activity to another, to enable quieter children to be encouraged and take part in larger group activities.

### Inspection judgements

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

Staff have a robust understanding of how children learn and as a result, they plan a stimulating range of activities to promote all seven areas of learning. Staff undertake regular observations and assessments which demonstrate that children are making good progress. They ask parents to observe their children and use this information along with their own, to plan specific activities that support children's individual interests and development. Staff work in partnership with parents and complete the required progress checks for children aged two years, enabling them to share the information with health professionals. This process also enables them to clearly identify any concerns early so the appropriate steps can be taken. Parents are actively encouraged to be part of their child's learning. For example, they bring in artefacts from home showing their cultural background. This enables all children to celebrate different festivals and learn more about the countries their parents come from. Consequently, parents and their children feel valued and part of the nursery community.

Staff help children in the acquisition of their communication and language skills. They use gestures along with verbal communication to greet young babies who respond with big smiles. Young children are supported with their understanding of the meaning of words; staff talk through what they are doing which helps children match everyday actions to words. For example, while they have their snack they talk about what they are eating, such as the name of the different fruits. Older children are encouraged to think for themselves though the use of useful questions including 'how did you do that?'

Children's personal, social and emotional skills are well promoted; for example, when there is a new baby in the family activities are planned around the event. They include bathing and caring for babies, reading stories and encouraging more independence skills to ensure children are supported emotionally. The activities provided support children's creativity very well; older children use their imagination to invent characters and write their own storybooks. They are confident and they negotiate and participate in group activities with their friends. For example, they work out how their pirate can find the treasure on the large map they have made. The move from one activity to another during the day is generally well organised; however on occasions not all children are encouraged and supported to join in and try group activities.

Children enjoy playing in well-organised garden area, which supports learning in all areas. Staff support children's understanding of the world effectively by enabling them to investigate and explore soil, they make mud pies and water the plants. Staff are resourceful and use children's interests to adapt the outdoor area. For example, during the tennis tournament at Wimbledon, they make a mini tennis court using masking tape. Children have great fun developing their hand eye co-ordination as they try to hit the ball with the racket. Home made dens provide exciting spaces to listen to stories and have some quiet time. Staff teach children about the properties of the natural environment such as the wind. They watch the parachute go up and down and windmills in the soil spin round. Staff help children to identify numbers when they match their bikes to the associated car parking space. They encourage children to paint and make marks using brushes and their fingers, creating their own unique design. Overall, staff provide good learning experiences, which help children gain the necessary skills for their future learning.

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

Children feel secure due to the effective key person arrangements in place. Young children enjoy cuddles and spend quality time with their special person during the day. They are learning to keep safe through the well-planned activities. For example, staff ask children 'what do they need to wear to keep safe when driving their fast racing car?' to which they respond a helmet and a seatbelt. Children use a variety of tools under supervision; they cut with scissors and use a knife when cutting the sandwich they have made. They follow simple rules to learn how to keep themselves safe. For example, they follow the instructions given to them as they take part in a fire evacuation practise.

Staff teach children to take turns and share; they take it in turns to empty the water from the bucket when watering the flowers. Staff encourage children to take part in games

which help them to respect others. For example, during circle time they listen carefully to their friends. Staff speak to children affectionately and use good manners, acting as positive role models. Staff know children very well and respond to their individual needs effectively. Consequently, children behave well and staff reward their behaviour through the use of stickers and acknowledging it by sharing it with their friends during circle time.

Staff follow effective procedures to prepare children for their move to school. They have visits from their new teacher, enabling them to meet the children in a familiar environment and arrange a visit to the school. A stimulating well-resourced environment with good quality toys provides a spacious area for the variety of activities provided. This applies to the indoor and outdoor environments where staff use resources effectively to support children in all areas of their development.

A healthy diet is provided for all children taking into account their specific needs. They enjoy a range of fruit and healthy meals and help to prepare snacks and pour their own drinks. This helps them to develop an active awareness of healthy eating. There are effective systems in place to promote good hygiene practices. For example, children confidently wash their hands before they have their food. There are suitable systems in place for the organisation of bedding, which prevents cross infection. Children have regularly opportunities to play outdoors, balancing on tyres, riding bikes and they take part in 'stretch and grow' a music and movement group, all of which supports their physical development.

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

The leadership and management of the setting is good. The inspection took place following a notification from the provider that a child was left, very briefly in the secure garden. The inspection found that the deployment of staff is effective. Staff supervise children well throughout the day. For example, as staff move from one area of the garden to another to support children, they ask another member of staff to replace them. Staff ratios are maintained throughout the day and the provider has cover staff for annual leave and sickness. All staff confidently demonstrate they are secure in their knowledge and understanding of safeguarding procedures, which helps to effectively protect children and keep them safe. Detailed risk assessments highlight any hazards, which enable the nursery staff to put preventative measures in place to promote children's welfare and safety. In addition, staff working in the nursery rooms check the areas before children arrive in the morning and throughout the day. The management have effective systems in place to deal with complaints including the procedures in place to notify the relevant authorities of any important matters.

Vetting procedures are robust and there are effective systems in place for staff appraisals and supervision. This enables the management to monitor practice and support and encourage staff's professional development. For example, all staff hold a current First Aid certificate. Managers are motivated and passionate about what they do as a result they encourage staff to be successful in their role.

The management has successful systems in place that help to identify areas for further development. They complete the process of self-evaluation and staff and parents contribute to this process by means of ongoing communication and a questionnaire. The children make their views known through the children's committee. The management act on suggestions made by parents, which have made improvements for the children. For example, they now offer a book library, which helps parents in support communication and language skills. Quality assurance checks are undertaken by internal audits from the company's senior staff, which help further identify any area for development. The management has successfully addressed the area identified for improvement at the previous inspection. This has had a positive impact on improving the quality of provision for children.

Partnerships with parents are very successful. Parents initially share detailed information with their child's key person through the 'my story' booklet. This enables staff to know how to support each child. Regularly meetings and ongoing discussions with their key person ensure they are kept up to date about their child's progress. Parents receive very detailed newsletters on a weekly basis highlighting; the activities provided for each room relating to the areas of learning, the menu, staff changes and any events. The management provide parents with information to help support them with their children's learning. For example, information about the Early Years Foundation Stage is displayed. In addition, staff support parents with their children's development for example toilet training and their dietary needs. Parents actively participate in nursery events with their children, such as 'the great bake off' and contribute to nursery projects and themes. Parents comment they are very happy with the care provided, they particular like the good equipment; the friendly caring staff who are able to put working parents at ease. They comment on the changes they have seen for the better regarding the new manager and the special team of staff who care for the children. The nursery works well in partnership with other professionals, to support the individual needs of children who attend.

### **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>	EY253975
<b>Local authority</b>	Barnet
<b>Inspection number</b>	918478
<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>	90
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	25/08/2009
<b>Telephone number</b>	0208 368 7915

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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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