

Teddy Bears Day Nursery

118 Ashton Road, Denton, MANCHESTER, M34 3JE

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| Inspection date | 01/07/2013 |
| Previous inspection date | 13/11/2012 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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

- Babies and children are relaxed and confident to explore the well-resourced environment. They show high levels of independence, curiosity and imagination and consistently make good progress in relation to their starting points.
- The key person system is well embedded, which helps children form strong emotional attachments as they are skilfully supported in their play. As a result, children are well prepared for their transitions, both across the setting and into maintained nursery and school.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Leadership and management are strong, creating a positive ethos within the setting. The high expectations are communicated through the implementation of the recently reviewed documentation, team meetings and one-to-one supervision to ensure that the implementation of the Early Years Foundation Stage is strong.

It is not yet outstanding because

- Opportunities for children to learn about the natural world in the well-resourced and stimulating outdoor learning environment have yet to be fully embraced.
- The very good opportunities for children to learn about people and communities have yet to be fully extended, in the wider context of the local environment.

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 children's activities in four of the main playrooms.
- The inspector held a meeting with the manager, talked to staff and children and carried out a joint observation with the manager of an adult-led activity.
- The inspector looked at various documents, including a sample of policies and procedures, risk assessments, planning and assessment systems and children's learning records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

Teddy Bears Day Nursery was registered in 2010 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Denton area of Tameside, and is managed as a limited company. The setting serves the local and wider area and is accessible to all children. It operates from five rooms over two floors. There is no lift access. There is a fully enclosed area available for outdoor play.

The setting employs 18 members of childcare staff to work directly with the children. Of these, 10 hold an early years qualification at level 3, two hold an early years qualification at level 2 and four are unqualified. The manager holds Early Years Professional Status and one member of staff holds an early years qualification at level 5.

The setting opens from Monday to Friday from 7.30am to 6pm for 51 weeks of the year. Children attend for a variety of sessions. There are currently 135 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language. The setting is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- develop the potential of the stimulating and interesting outdoor area to further enhance children's understanding of the natural world, for example, by providing a digging area where children can learn about small creatures and chimes, streamers and bubbles for them to investigate the effects of the wind
- extend opportunities for children to further enhance their learning about people and communities, for example, by walking to the local library, shops and parks.

Inspection judgements

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

Babies and children thrive in this good quality setting and consistently demonstrate the characteristics of effective learning. Teaching is rooted in a secure knowledge of the Statutory framework for the Early Years Foundation Stage and a comprehensive understanding of how children learn. Staff practice is good and in some instances,

outstanding. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points.

The environment is stimulating and challenging and well-equipped with a wide range of interesting and good quality resources to promote children's natural curiosity and develop their exploratory skills. For example, babies and young children use their senses to explore different textured objects and materials, such as, mirrors, shakers, shredded paper and paint. They laugh, squeal and bounce up and down with delight and excitement as they delve into the ball pit where they discover they can roll, throw and squeeze the balls. Older children investigate assorted materials and media, such as, sand, water and dough. Consequently, children access a broad and balanced curriculum that covers all areas of learning. However, as yet, the interesting and exciting outdoor area is less well established in order to provide children with even more opportunities to enhance their knowledge and understanding of the natural world. Extra-curricular activities including Spanish and physical exercise sessions delivered by external providers further enhance the quality experiences provided for all children.

Staff place a high priority on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, staff teach children to share and take turns and cooperate with each other as they play. They demonstrate their learning as they play harmoniously together, collaborate with each other and swap resources. Babies and children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Staff provide skilful and sensitive support to help children to achieve, which effectively builds their self-esteem. They consistently praise children for their achievements and use words, such as, 'wow', 'that's fantastic' and 'well done' to encourage them to persevere with tasks and gain a sense of pride in their achievements.

Staff skilfully question children to challenge their thinking and support them in their communication and language skills. They role model new words and use repeated phrases to extend their vocabulary. For example, during a water play activity, staff teach children mathematical language, such as, 'half', 'empty', 'full', 'heavy' and 'light'. They encourage children to communicate their thoughts as they skilfully use open-ended questioning techniques. For example, staff ask children 'How will we get the water in here?' and 'What do you think will happen if we pour the water fast?' Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. For example, they chat to each other as they socialise at meal times and talk about their home and family during circle times. Staff successfully and intuitively 'tune in' to babies' attempts to communicate through facial expressions and gestures and repeat the sounds they use to enhance their understanding of two-way conversation. Babies thoroughly enjoy this one-to-one attention as they shout out sounds and babble and excitedly wait in anticipation for a response from the member of staff.

Children enjoy sharing their favourite stories and singing songs and rhymes which develops their listening and attention skills. Pre-school children take part in regular phonic sessions delivered by very experienced and knowledgeable staff. They demonstrate their

competent literacy skills as they correctly identify shop signs, recognise their names and the sounds they begin with, and confidently continue a rhyming string. Staff use visual clues, gestures and facial expressions to provide further support for those children whose language is less secure or speak English as an additional language.

Staff provide children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, babies enjoy the freedom and space indoors to move, stretch, crawl and cruise along furniture. Staff encourage them to crawl as they hold out toys that excite them just beyond their reach. Older children develop large muscle control and coordination as they use large climbing equipment, walk along balancing beams and ride an assortment of wheeled toys. Babies develop their small muscle control as they press buttons on interactive toys, turn the pages of a book and handle resources that they can squeeze, pull, suck and shake. Older children develop their manipulative skills they need to prepare them for writing as they use scissors, writing implements and build models with a range of construction toys made of wood and plastic that fit together in different ways. Staff teach children to celebrate and value the similarities and differences between people. A wide range of interesting multicultural resources, such as, pictures, posters, dolls and books help to develop children's awareness of cultural diversity. However, even more opportunities for them to enhance their knowledge and understanding of people and communities within the local environment are yet to be fully established.

Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn and their preferred learning styles. They successfully support children and recognise that they learn through well-planned play in a rich and stimulating environment. The accurate and precise observations and assessments of children ensure that their needs are clearly identified and this information is used effectively to inform future planning. Consequently, any gaps in learning are quickly identified and appropriate interventions can be sought if necessary, to enable all children to achieve their full potential. Children's progress is tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Children's learning journal records are maintained to a good standard and contain a wide range of information, including photographs, detailed observations and examples of their work. Staff in the toddler room are responsible for completing the 'progress check at age two' which is shared with parents. Children's needs are further enhanced through strong, close and effective partnerships with parents. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents are given information about their children's learning through daily verbal feedback, regular written summaries of children's progress and opportunities to review children's learning journal records.

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

The effective and well-established key person system means that children form secure attachments and their emotional well-being is consistently supported. Babies are looked after by loving, caring staff who intuitively understand and respond to their physical and

emotional needs. For example, they are cuddled and comforted if upset and spend quality one-to-one times with their key person engaging in activities, such as sharing stories and rhymes. Furthermore, the key person is responsible for meeting children's personal care needs which enables them to share intimate moments together when they can strengthen their emotional security. This enables babies and children to feel safe and secure within the setting which, consequently, has a significant impact on their learning and development.

There is a clear bond between key persons and children as they laugh, talk and play together. Key persons are full of fun and children are clearly interested, excited and motivated by their enthusiasm. Pre-school children actively seek out key persons to share their experiences and achievements. For example, they carry a huge star that they have created with large construction materials across the room and talk excitedly to staff about what they have made. The arrangements for supporting children as they move from home to the setting are carefully planned with parents, from the point of entry as staff gather information about children's likes, dislikes, routines and favourite activities. As a result, children very quickly adapt to the environment and daily routines and confidently form new friendships. Effective systems are in place to support children as they move rooms, such as discussions with new key persons, sharing children's developmental progress reports and settling-in visits. Consequently, children experience continuity and consistency of care and learning.

Staff teach children about the importance of healthy eating as they provide them with nutritious snacks and meals and encourage them to try new foods and textures. Staff find out information from parents about children's individual dietary requirements on entry to ensure their needs are met. Staff ensure that all food is stored appropriately and at the correct temperature. Menus are carefully planned on a four week rota to ensure children receive a healthy balanced diet. Staff discuss with children the reasons why they need to eat fruit and vegetables that make their bodies grow, during snack times. Children's understanding is further enhanced as they plant, grow and harvest carrots, potatoes and raspberries, which they then eat at snack times. Their good health and self-care is securely embedded as they attend to their personal needs. For example, children are independent as they self-select resources and manage their own personal needs in readiness for school. Staff role model good hygiene practices and ensure that surfaces, floors, resources and equipment are maintained and cleaned to a high standard. Children learn about the importance of washing their hands after using the toilet to remove germs, they are reminded by posters in the bathroom and sing 'We wash our hands before we eat' as they prepare for snack time. Children have daily access to outdoor play to access regular fresh air and exercise and the provision of quiet, cosy areas within the indoor environment give children opportunities to rest and relax. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff help children manage their behaviour as they explain about sharing, distract children with other resources and talk about feelings. They respond to minor disagreements sensitively and calmly and encourage children to think about what they can do to resolve the situation. Children show a secure level of understanding of the behavioural expectations, demonstrating good self-control, as they listen to staff explanations, share

resources and play collaboratively together. Through effective daily reminders, staff reinforce the behavioural expectations, such as using scissors safely and not running indoors. Children understand the safety rules as they go up and down stairs. For example, they know that they have to hold on to the bannister, walk slowly and must wait for staff in the designated area. Children explain that 'sand makes the floor slippy' and independently go to find a brush to sweep it up. Therefore, children's understanding of keeping safe is fully promoted, and ensures that they can play and learn in a safe environment.

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

The inspection took place following notification from the provider of an accident to a child and a resulting injury. The inspection found that staff were fully aware of their responsibilities and took all the necessary steps for appropriate treatment, informing parents and the relevant authorities. The manager carried out a review of the 'messy play' area following the incident and put in place additional risk assessments to ensure that risks are minimised.

Staff have a good knowledge and understanding of how to protect and safeguard all children and policies and procedures are known by all staff and implemented consistently. The safeguarding policy includes the procedure for the use of mobile phones and cameras. There is a sign on the entrance to the setting to say that mobile phones are not allowed to be used in the building and staff's mobile phones are locked away. They have all attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for concern. An effective and detailed set of risk assessments, have recently been reviewed to include unprotected radiators, and daily checks of the indoor and outdoor environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and extensive security systems, such as a CCTV system, ensure that children are consistently protected from harm and are kept safe from unwanted intruders. There are clear evacuation plans displayed so that staff, children and visitors are aware of the procedures to follow in the event of an emergency. Regular fire drills are organised and recorded and demonstrate that staff and children evacuate the building quickly. Visitors' identification is verified before entry into the nursery to ensure that children are kept safe at all times. Accidents and injuries are meticulously recorded and policies and procedures are effectively implemented. Parents sign records on the day of the occurrence and are given copies of the actions taken by staff, which are also reported to the relevant external agencies. Several members of staff hold a current first-aid certificate and 10 additional staff are booked on training for the summer.

The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. Furthermore, she oversees and regularly checks children's learning journal records to ensure that they are up-to-date and that observations and tracking accurately reflect children's learning and progress. The manager holds Early Years Professional Status and uses her extensive knowledge and skills to lead

the staff team and continually enhance the already good practice. Through robust support systems, such as, role modelling, mentoring and coaching, staff are expertly guided to achieve the high aspirations of the manager and senior management team. All staff are passionate and fully committed to their work and the service they provide, and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. All recommendations from the last inspection have been fully addressed. For example, children develop their independence skills at meal and snack times as they butter their own crackers, pour their own drinks, give out plates, cups and cutlery and serve themselves. The self-evaluation system is well documented, action plans are in place and areas for development are clearly prioritised. Staff constantly evaluate their practice and the environment to ensure they continue to improve, as they strive to provide the best possible care and education for all children.

Robust recruitment and selection procedures, for example, induction processes, probationary periods and completion of checks pertaining to their suitability, ensure that practitioners are suitable, safe and appropriately skilled to work with children. This means that children remain safe and protected. Staff's ongoing suitability and quality of teaching is monitored through supervision, appraisal and a programme of training to address underperformance and increase staff skills.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are very strong. Children's learning journal records are shared with them and they access a broad range of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily, face-to-face communications, achieved through the meet and greet open door policy. Systems for effective working with other early years providers, such as local schools and nurseries, are in place to provide continuity and consistency for children's care and learning. Reception class teachers are invited to visit the setting to get to know the children and share their learning and development, which effectively supports children with the transition to school.

Parents are highly complimentary about the setting and the care and education their children receive. They state that the staff are 'approachable and caring' and that 'children hold up their arms for a cuddle when they see their key person'. They say that staff are 'interested and attentive and 'always put the needs and safety of the children first'. Parents also comment that their children 'make good progress' that they 'are fully informed about what their children have been doing during the day' and 'enjoy the opportunities they have to look at children's learning journeys'.

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

| | |
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| Unique reference number | EY390007 |
| Local authority | Tameside |
| Inspection number | 920766 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 106 |
| Number of children on roll | 135 |
| Name of provider | Grosvenor House Nursery Ltd |
| Date of previous inspection | 13/11/2012 |
| Telephone number | 01613359991 |

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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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Store St
Manchester
M1 2WD

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