

Teddies Nurseries Limited

106-108 High Street, Godalming, Surrey, GU7 1AQ

Inspection date

10/07/2013

Previous inspection date

29/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 are knowledgeable about each child's stage of development and correctly identify their next steps in order to progress them effectively.
- Staff offer close and settled relationships. As a result, babies and children develop genuine bonds and secure emotional attachments with their key person and with all the staff who work within the nursery.
- Parents are kept well informed about the provision, planning and all aspects of their children's achievements and progress.
- Robust procedures are in place to safeguard children and to report concerns to the appropriate authorities. These are understood by all staff and implemented fully.

It is not yet outstanding because

- The outdoor area is not sufficiently rich in print or number labels to fully support children's early literacy and mathematical skills.
- Staff do not consistently encourage children to pour their own drinks or serve their own food at mealtimes to fully promote their independence skills.

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.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, self-evaluation, policies and procedures.

Inspector

Hazel Farrant

Full Report

Information about the setting

Teddies Nurseries Limited in Godalming, opened in 2002. The nursery is part of the nationwide chain of nurseries owned by Teddies Childcare Provision Limited - Bright Horizons Family Solutions. It operates from a building in the centre of Godalming, Surrey and serves the local area and surrounding villages. There is a fully enclosed play area which offers a safe environment for outside play. The nursery opens all year round, excluding Christmas and bank holidays, from 8am to 6pm, with extended hours accommodated by prior arrangement. The nursery is registered on the Early Years Register and there are currently 95 children on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years old. The nursery supports children with special educational needs and/or disabilities, as well as those who learn English as an additional language. The nursery employs 15 members of staff, all of whom hold appropriate early years qualifications. The nursery offers extra activities from professional teachers, including French classes and physical play opportunities.

What the setting needs to do to improve further

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

- strengthen children's independence skills through encouraging children to pour their own drinks and serve their own food at meal and snack times
- further develop the outdoor area by creating an environment rich in print where children can learn about words and numbers, through using names, labelling, signs and posters.

Inspection judgements

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

Staff at the nursery have a good understanding of the seven areas of learning and plan a balanced curriculum based on interests children show in their play. Staff know the children really well and undertake thorough observations. This enables staff to use important information effectively, in order to plan challenging experiences for individuals and groups of children. Consequently, children make good progress in their learning. Staff are knowledgeable about each child's stage of development and correctly identify their next steps in order to progress them effectively. Staff demonstrate a good awareness of the progress check for children who are two years old. They understand how to involve

parents and carers in the process, so that they can share what they know about children's learning. Key persons carry out an initial assessment of children with the parents on entry to enable them to set children's starting points in their learning. Parents receive daily feedback and regularly look at their child's 'learning story', enabling and supporting them to be involved in their child's learning at home. Parents are encouraged to write comments about children's achievements at home. This effectively supports continuity of care.

Children's communication, language and literacy are promoted well across all areas of the nursery. Staff use good open-ended questions and running commentary to extend children's learning effectively. Children enjoy easy access to a broad range of books and reading materials. They enjoy the experience of sharing stories with staff and taking part in group story times. Although there is labelling and signs around the indoor area, this has not been extended to the newly refurbished outdoor area. As a result, children have fewer opportunities in the environment to learn about and recognise words and numbers. Overall, children's understanding of mathematics is effectively promoted because staff introduce counting and size language. For example, children learn about size at meal times. They indicate whether they want a big portion or little portion of food according to how hungry they feel. Creativity is well promoted throughout the nursery. For example, young children enjoy printing with building blocks and cotton reels. Older children draw pictures of themselves detailing the school uniform they will wear at their new school. Children are able to freely explore and experiment with a wide range of mediums. They develop their technology skills as they use cause and effect toys, computers and torches.

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

Care practices are good throughout the nursery and staff are sensitive in their management of children and their behaviour. Staff offer close and settled relationships. As a result, babies and children develop genuine bonds and secure emotional attachments with their key person and with all the staff who work within the nursery. This contributes positively towards children's development and well-being. Children are effectively supported as they progress through the nursery. Transition sheets and individualised settling-in sessions promote continuity of care effectively.

Toys and resources throughout the nursery support all areas of learning and are at children's height, which means they can make independent choices in their play. Staff offer warm and responsive care and keep a firm focus on children's individual needs. High priority is given to the safety of children and clear messages ensure they gain a good understanding of keeping healthy and staying safe. As part of this, children adopt good personal hygiene routines, learn about healthy eating and develop self-help skills. For example, children learn about the importance of hand washing from an early stage. As part of the nappy change routine, young children watch staff washing their hands and learn how to wash their own hands. Babies and toddlers go to sleep happily with staff close by to help them settle.

Children learn about healthy eating through discussion and taking part in the 'cookery

club' where they learn about what foods are healthy. Babies learn how to feed themselves when they show signs of readiness. They learn how to progress from a lidded cup to a beaker and are given lots of praise for their developing skills. Although the older children are learning how to be independent at meal times, this is not extended consistently throughout the nursery. For example, children who are able to pour their own water and serve their own foods are not always given the opportunity to do so. This means that not all staff are consistently encouraging children to extend their skills of independence.

Children are well-behaved because staff have a positive attitude to behaviour management. Consequently, they know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. Children are active and relish opportunities to play outdoors in the fresh air. They confidently climb, balance, run and skilfully use ride-on toys. They dig in the soil tray, grow plants and water flowers; this supports their understanding of the natural world. Children are learning about keeping themselves safe. They participate in the fire drills and help to check for any hazards in the garden.

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

The management team have a very good understanding of their responsibilities in meeting the learning and development requirements. Monitoring systems throughout the nursery are good and have a positive impact on the outcomes for children. The management team share a commitment towards providing good quality childcare and fully include all staff in driving improvements to achieve this. All staff fully understand the importance of continuous development in order to enhance standards. The recommendation raised at the last inspection relating to self-evaluation has been successfully met. Self-evaluation includes the views of staff, children and parents gained through daily discussions and questionnaires. This is a motivated staff team who work together very well and also independently by taking personal responsibility for the effectiveness of their individual roles. Children are able to take part in many extra curricular activities. These include French classes, a cookery club, a gardening club and drama, with many more activities planned for the summer holidays.

The management team have a very good understanding of the responsibilities in meeting the safeguarding and welfare requirements. Robust procedures are in place to safeguard children and to report concerns to the appropriate authorities. These are understood by all staff and implemented fully and include thorough procedures for the recruitment of suitably qualified and experienced staff. New staff develop their understanding of the setting's policies and procedures during an in-depth induction. Effective systems are in place to monitor and support staff performance in order to enhance their skills and achieve improved results for children. Records of training needs are maintained so that staff remain up to date with safeguarding matters and paediatric first aid training to effectively promote children's safety, welfare and well-being. Regular staff appraisals and supervision identify further training needs or requests for training that staff feel will enhance their practice.

Effective partnerships between other professionals, staff, parents and carers mean that children's health, education and welfare are supported well. Parents are kept well informed about the provision, planning and all aspects of their children's achievements and progress. For example, information is available through notice boards, regular newsletters and details about topics and activities. This all helps to contribute in helping children to make good progress. Parents have very positive views about the nursery and their comments on the provision are valued. Support for children who learn English as an additional language and for children with special educational needs and/or disabilities is good.

Strong links with specialist professionals of additional support mean that children's additional needs are fully met. Staff have high aspirations and all children are included and helped to reach their full potential while at the nursery. They are proactive in forging links with other early years settings which children also attend. There are good links with the schools children will move onto. Staff are very sensitive in supporting children in readiness for children's move into full-time education. They talk to children about what to expect and the uniforms they will wear. Staff help to ease any anxieties the children may have about starting school, ensuring that children are confident and prepared for change. Staff pass on information about children's progress records to their schools and welcome visits from reception class teachers, which aids continuity.

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 | EY222638 |
| Local authority | Surrey |
| Inspection number | 911847 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 56 |
| Number of children on roll | 95 |
| Name of provider | Teddies Childcare Provision Limited |
| Date of previous inspection | 29/01/2010 |
| Telephone number | 01483 861401 |

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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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