

Teddies Nurseries Limited

29 Pembury Road, Tonbridge, Kent, TN9 2JB

Inspection date

05/07/2013

Previous inspection date

12/04/2013

The quality and standards of the early years provision

This inspection:

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	1
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 thoroughly enjoy the time they spend with their trusted carers and are develop very positive self-esteem in the very vibrant, caring environment.
- Children make very good progress in their learning and development as staff know them well and offer challenging, fun activities.
- The very positive relationships staff have with parents and other professionals help children to feel secure and promote consistency of care.
- The inspiring organisation of the group rooms and the wonderful outdoor area encourage children to explore and investigate independently.
- Staff promote health and safety well and have a very good understanding of their responsibilities to promote children's welfare.

It is not yet outstanding because

- Parents receive good information about their child's learning and development. They do not routinely receive support to consider how they can enhance their child's learning at home.
- Babies have use of a broad range of resources to promote their physical play but those for indoor play are not always out for them to explore independently.

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 viewed all areas of the nursery.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector observed a range of activities and undertook a joint observation with the manager.
- The inspector viewed a range of documentation including records of children's progress.

Inspector

Liz Caluori

Full Report

Information about the setting

Teddies Nursery registered in 1999. It is part of a day-care chain and operates from four main rooms of a single storey property in Tonbridge, Kent. All children share use of a fully enclosed outdoor play area.

The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 8am to 6pm all year round. There are currently 121 children on roll, all of whom are in the early years age range. The nursery receives funding to provide free early years education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities as well as children who speak English as an additional language.

The nursery employs 16 staff to work with the children, 15 of whom hold appropriate early years qualifications. There are also six bank staff available to support the nursery, of whom four hold relevant qualifications. There is a part time administrator and a full-time cook.

What the setting needs to do to improve further

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

- extend further the arrangements to involve parents in their children's learning by giving them information about next steps that they can use at home
- enhance the provision for children's physical play to routinely offer a good level of challenge to children who are crawling and learning to walk.

Inspection judgements

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

Children make good progress in their learning and development because staff provide interesting and challenging experiences. Staff undertake sensitive observations of each child and use these to plan very effectively to support their individual needs. Children confidently explore their environment and make choices about the activities they want to take part in. The skilful intervention of staff significantly extends children's learning and enjoyment. Staff support children well in their play, encouraging them to think for themselves. For example, staff ask thought provoking questions such as 'what do you think will happen?' Children respond eagerly, making suggestions, which show high levels

of imagination and knowledge.

Staff use effective strategies to promote children's communication and language. Those staff working with the babies use good eye contact, smiles and clear, simple language. They name objects and use repetition and songs to capture children's interest. Staff working with older children understand the importance of engaging them in discussions and giving them enough time to respond. Children chat very happily as they play. They use their rapidly developing language to share stories, make jokes and voice their opinions. Throughout the nursery children enjoy listening to stories read by staff. Children are developing a good knowledge of books and name their favourites. They also receive good support to build on their developing interest in print to practise writing. Examples of their writing are prominently displayed in the nursery. Written labels also reflect the differing languages spoken in children's homes. This helps those children to feel fully included and support all children to understand and respect languages other than English.

Overall, staff promote children's physical development well. The outdoor area is very well used and offers opportunities for older children to use ride-on toys, play ball games and run around with their friends. Staff know when to intervene to help children, for example by giving advice on how to steer and peddle in order to be able to reverse their tricycles. Children also like to play physical games indoors such as dancing and jumping. They show high levels of physical coordination and control. Babies who are learning to walk have a good amount of space to crawl and confidently pull themselves up against the furniture. There is a range of soft play equipment available for them but this is set out at certain times by staff. This means that babies are not always able to independently explore the resources aimed at offering them increased physical challenge.

Observations of children throughout the nursery show them to be uninhibited and highly expressive. This is because of the genuine respect for their individuality and results in wonderfully creative artwork. The environment is organised extremely well and provides spaces where children can not resist exploring. They enthusiastically learn about the natural world by investigating log piles, digging in dirt and watching the sun dry out water patches on the ground.

Good arrangements are in place to support children with special educational needs and/or disabilities. One member of staff takes lead responsibility for liaising with parents and other professionals. Effective systems are in place to assess the progress of all children and the nursery completes the required progress checks for children aged two years. Parents receive a lot of clear and accurate information about their children's achievements and the next steps identified to promote their learning. However, this information is not routinely extended to show how parents can support their child's learning at home.

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

Children flourish in the positive, friendly and very caring environment. Highly effective key person arrangements ensure that children's evolving needs are fully understood. They develop a very strong sense of security, confident that staff are on hand to offer support

and encouragement. Children display exceptional social skills. They interact happily with staff and with their peers, showing very kind, considerate behaviour. Children are welcoming to visitors and speak very positively about their experiences in the nursery. Staff provide children with excellent support and guidance to learn how to keep themselves and others safe. For example, children take an active role in the daily health and safety checks of the premises.

An outstanding range of toys and equipment is available to children and these are very attractively displayed. These include an extensive selection of natural resources. The organisation of the group rooms is inspiring, particularly the role play areas and the cosy book corners in each room.

Staff teach children about the importance of following healthy lifestyles. Children thoroughly enjoy the nutritious snacks and meals, which are cooked on the premises. Menus reflect children's individual dietary requirements and are displayed for parents to see each day. Children develop good personal hygiene skills, for example, the children in the baby room already know the routine of hand washing before eating. Nappy changing arrangements are entirely appropriate and older children receive sensitive and caring support in their toilet training.

Staff prepare children exceptionally well for their move to school. They liaise closely with parents and staff at local schools to plan to support each child's individual needs. Following recent visits to local schools staff have introduced a number of activities to help children develop useful skills. For example staff now provide opportunities for older children to practice carrying items on trays to mimic the lunch arrangements at some schools.

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

Strong leadership and management and effective team working result in an efficient service which meets the needs of children and their families well. All staff fully understand their responsibility to promote children's learning and development. The management team monitor staff performance through regular supervisions and appraisals. The consistency of staff practices is also being monitored through a new computer programme introduced to monitor the success of educational programmes. There is a clear focus on reflection and self-evaluation which involves all staff, parents and children. This process accurately identifies the strengths of the provision as well as the areas for improvement.

Robust safety arrangements are in place and staff understand these well. Recruitment processes are rigorous, having recently been reviewed and strengthened. Security of the premises is good and staff are vigilant in their supervision of children. They undertake regular risk assessments to identify and address any potential hazards. One member of staff takes lead responsibility for child protection. She fully understands the procedures to follow should concerns arise about the welfare of any child. Information about safeguarding children and referral procedures are displayed for staff and parents. All staff

take part in regular safeguarding children training, which helps to ensure they have the necessary skills to promote children's welfare.

Observing the friendly exchanges between staff and parents helps children to settle easily. Parents express high levels of satisfaction with the care their children receive. They comment on the good progress their children are making and praise the staff team. Similarly positive arrangements are also in place to work in partnership with other professionals and staff at other childcare settings where care of children is shared. This supports all parties to provide cohesive care and to ensure consistency.

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

Unique reference number	127673
Local authority	Kent
Inspection number	924247
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	68
Number of children on roll	120
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	12/04/2013
Telephone number	01732 500 565

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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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