

# Teddington Day Nursery

16 Cedar Road, Teddington, Middlesex, TW11 9AL

<b>Inspection date</b>	10/09/2013
Previous inspection date	09/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		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

- Children have good opportunities to develop skills in information and communication technology.
- Staff have good knowledge of how to keep children protected from harm and implement this well in their practice.
- Management has good partnerships with a range of professionals involved in children's care and learning and this supports children's ongoing progress well.
- Management has good awareness of the strengths and weaknesses of the nursery and has set clear goals for improvement.

### It is not yet outstanding because

- There are few opportunities for children to practise their early writing skills in play situations.
- Nursery routines are not always clear to children who are learning English as an additional language.

## 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 and manager carried out a joint observation of an adult-led group activity.
- The inspector observed the interaction between staff and children.
- The inspector held a meeting with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with parents, staff and children and took their views into consideration during the inspection.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

Teddington Day Nursery is one of 78 settings run by Asquith Nurseries Ltd. It opened in 1990 and was re-registered in 2004. The nursery operates from a Victorian building in a residential area of Teddington in Middlesex. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 105 children attending in the early years range. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery receives funding for the provision of free early education for children aged three and four years.

The nursery is open each weekday from 7am to 6.30pm for 51 weeks of the year. It is closed for public bank holidays. Children attend for a variety of full or part-time sessions. The nursery employs 30 members of staff who work with the children, of whom 25 hold appropriate early years qualifications. Of these, 17 staff hold level 3 early years qualifications; five staff hold level 2; two staff members have Early Years Professional Status and one staff member has a degree in early years. The remaining staff are unqualified.

### What the setting needs to do to improve further

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

- maximise early writing opportunities for children in meaningful contexts, such as pretend play.
  
- provide greater support for children who are learning English as an additional language, for example, provide visual resources to help children to become familiar with the nursery routine.

### Inspection judgements

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

Children engage well with a wide range of absorbing activities in this organised nursery. Staff base plans on children's skills and interests. These successfully cover all areas of learning well. As a result of the good planning, teaching and support children receive they make good progress in their learning and development. Children freely select from a range of resources to create their own play, which encourages their independence and creativity. Staff balance this well by providing a range of structured learning opportunities. The

nursery has implemented a language scheme, 'Every Child a Talker', which promotes children's communication and language skills effectively. For instance, storytelling sessions are interactive and support children's language development well because staff use story props to good effect.

Staff extend children's thinking skills by providing a good level of challenge in activities. For example, children learn sorting skills as they sort vegetables into groups. Staff challenge children to work out the difference in number between two groups using simple addition and subtraction, which they do successfully. Children operate technology independently as they practise their drawing and early writing skills on a large interactive white board. They play cooperatively and use their language skills as they engage in pretend play. However, there are no early writing opportunities in pretend play situations to support children's literacy skills. Staff respond readily to children's experiences and incorporate this into planning. For instance, a number of children have baby siblings, so staff devise a theme around families. As part of the theme, children draw recognisable pictures of family members, demonstrating good physical control of drawing tools. Staff encourage children's language skills by using good questioning techniques during a group discussion on families. Children learn to take turns and to listen to each other as they hold a soft toy during their turn to speak. Children use information and communication technology resources competently. For example, children use mini computer tablets to operate simple programs that support different areas of learning successfully. Children show good skills in recognising their names on cards as they arrive at the nursery. Staff teach children to match letters to sounds in fun activities and children show good ability to do this. Overall, these activities help children to develop valuable skills for later use in school.

Babies explore a wide range of natural materials and everyday objects, which helps them to learn about different textures and shapes. Babies express themselves creatively as they play with pasta and shredded paper. Staff talk to babies in lively tones to encourage their communication skills. Staff sing action songs to babies who learn about different body parts as they copy the actions and learn new vocabulary. Babies develop good physical skills while climbing onto low platforms and wide steps on small climbing frames. They crawl through tunnels and learn to move in simple ways using a variety of equipment.

Older children move confidently in different ways across a wide variety of apparatus and equipment. For instance, they climb skilfully over frames and balance carefully across rope bridges. Children use good coordination skills while rolling hoops and kicking balls. Staff provide good learning opportunities covering different areas of learning in the outdoor area. For example, children practise early writing skills on whiteboards, explore the properties of water in trays and learn about story structure as they browse through favourite stories.

Children who have special educational needs and/or disabilities make good progress. This is because staff work closely with a range of community health professionals to devise individual education plans to meet children's individual needs. Staff support children who are learning English as an additional language by displaying key words in home languages in the environment. Staff compile photographic cards of named everyday objects in different languages to support children's communication skills. They have not, however,

considered the benefits of using visual resources to help children to become familiar with the daily routine.

Staff maintain thorough records of children's development, which they use to determine children's next steps for learning effectively. Staff observe children regularly and evaluate this along with other evidence of children's skills to inform planning. Staff complete progress checks for children aged between two and three years and provide parents with written summaries. This helps identify if support is needed to promote children's development, and make plans to support their learning accordingly.

Staff provide parents with very good opportunities to be involved in their children's learning. For instance, they give parents family boxes containing ideas and resources to be used in the home to promote children's language development. Staff keep parents informed of their children's progress through regular parents' evenings and through daily interaction at arrival and collection times.

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

Overall, children settle happily in this warm nursery. Staff support children by carrying out home visits before children start at the nursery. This helps to build relationships and trust. Staff readily adapt nursery routines to meet the individual needs of babies and this prevents disturbance of babies' familiar routines, enabling them to settle well. However, some children who are learning English as an additional language find it hard to understand the sequence of events of the nursery day and this creates slight confusion at times.

The nursery is organised well and children have independent access to a wide range of labelled resources in low level storage units. Staff teach children to behave in safe ways by implementing simple ground rules, such as walking indoors, and tidying away floor resources when they have finished using them. Children handle tools and materials safely, for example scissors during craft activities. Children wash their hands independently at appropriate times and have good self-care skills. Staff change nappies in comfortable, bright, clean areas. Each child has their own labelled personal care items to avoid cross infection.

The nursery cook provides nutritious, homemade meals, containing children's favourites, which meet the special dietary needs of children. Children learn to take responsibility for small tasks, such as laying tables for lunch. They serve and feed themselves independently, with staff providing support to younger children. Children learn healthy habits because they have daily fresh air and physical exercise each day in the well-equipped outdoor area.

Staff manage children's behaviour well because they use praise to encourage good behaviour. Staff speak to the children in gentle tones and offer explanations for why certain behaviour is undesirable. Staff support children who move to school by inviting local teachers into the nursery to meet the children beforehand. This helps to build

relationships between teachers and children, which helps children to settle at school. Children spend time in new groups at the nursery. This helps children to get used to the new environment and staff before they move into new rooms.

Staff teach children to value and accept difference through celebration and discussion of special events. For instance, children create lanterns to celebrate Chinese New Year.

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

Staff place high priority on children's safety and implement good safeguarding measures. For instance, they carry out risk assessments covering all aspects of the nursery, including outings. Staff have good awareness of procedures to follow should they be concerned about a child. Children are protected further because staff are vetted thoroughly as being suitable for their roles.

Staff have their training needs identified well through yearly appraisals. This results in staff attending a range of courses to enhance their skills, such as behaviour management. Consequently, staff are able to deploy a wide variety of positive ways to manage children's behaviour effectively. Staff are supervised well and support is offered to resolve any issues of underperformance.

Management carries out spot checks on planning and assessment, which helps to ensure consistency of quality of educational plans. A tracking system related to children's progress is in place, which helps to identify children who are operating outside of expected levels of development. Management devises appropriate solutions to close any gaps in learning. Management spends time observing staff practice and this provides good insight into the quality of work of staff. As a result, monitoring of the nursery is effective.

Management has strong partnerships with a variety of professionals involved in children's care and learning. For instance, there are good links with community health professionals who provide advice and support for children with special educational needs. In addition, good links with local schools help children prepare for school life. Staff work well with parents by keeping them informed of their children's progress. Staff provide good opportunities for parents to contribute to their children's learning. Parents spoken to at the time of inspection expressed good levels of satisfaction with the provision and described staff as 'nurturing and caring' towards children.

Management evaluates the nursery well and has identified key areas for development. For example, they plan to develop the outdoor environment further to provide more learning opportunities for children. Previous recommendations from the last inspection have been met, such as an improvement in the accessibility of information and communication technology to children. The nursery team works effectively and shows good ability to maintain this in the future.

### **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>	EY288734
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	908830
<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>	97
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	09/06/2009
<b>Telephone number</b>	020 8943 4330

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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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