

# Teddies Nurseries Limited

113 Blegborough Road, Streatham, London, SW16 6DL

<b>Inspection date</b>	30/09/2013
Previous inspection date	04/11/2011

<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

- There is a well-established, well-qualified staff team who work consistently together to provide close attention to meeting children's individual needs.
- Children benefit from good opportunities to be independent and they have a wide range of toys and activities to choose from.
- Wider management is very effective at supporting continuous professional development as well as range of initiatives which improve outcomes for children.
- Children have a good understanding of how to keep themselves safe through innovative safety initiatives.

### It is not yet outstanding because

- Staff do not fully support children in finding their own solutions or in thinking critically.

## 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 and babies at play in each of the playrooms and outside.
- The inspector carried out a joint observation with the deputy manager.
- The inspector met with senior managers to discuss safeguarding and how the setting is monitored.
- The inspector examined a range of documentation.

## Inspector

Susan McCourt

## Full Report

### Information about the setting

Teddies Day Nursery is a privately run group that registered in 2001 and is now run by Bright Horizons. It is situated in the Streatham area in of the London Borough of Wandsworth. There is a fully enclosed area for outdoor play. It is open Monday to Friday from 8am to 6pm for 51 weeks of the year. Children attend for a variety of sessions and are grouped according to age. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children under eight years may attend at any one time. There are currently 73 children on roll, all of these are in the early years age range. There are currently no children on roll on the Childcare Register. The nursery receives gets funding to provide free early education to children aged two, three and four. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 16 staff who work with the children. Of these, 12 have appropriate qualifications at level three or above. Two staff are working towards an early years qualification at level three. The manager holds a Montessori Diploma.

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

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

- enhance children's opportunities for critical thinking by supporting them to find their own solutions when solving problems.

### Inspection judgements

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

Staff have a good understanding of how to promote children's learning and development. They provide a wide range of activities to provide interest and challenge for children across all seven areas of learning. Staff have a strong sense of how to balance adult-initiated and child-led play. For example, staff suggest that children make a book of a favourite story, but it is the children who tell the story in their own words and supply the pictures. This helps children to be independent and pursue their own ideas and interests with the support of staff who know them well. Children make good progress through the Early Years Foundation Stage as a result.

Staff have good teaching skills. They are alongside babies as they explore and maintain lots of communicative play. For example, when a baby picks up a book and looks at the faces, staff point out the nose in the picture and the baby's nose. This builds into a enjoyable, repetitive games that and other babies join in with. Babies relish the singing

activities, bouncing and clapping with the rhythms. Staff also use sign language and key words in the child's home language. As a result, babies babble and coo, learning words and becoming strong communicators. Toddlers build a wide vocabulary and staff consistently use language in context to support children's learning. Staff build mathematical skills by using numbers in a variety of materials. Children handle gel numbers and magnetic numbers as well as seeing them in print. This helps them to identify numerals and they learn to count in meaningful contexts. Toddlers enjoy exploring their play environment and benefit from open-ended play with materials such as glue, paper and small craft items which they can use to create what they want. Children of pre-school age enjoy more complex activities. For example, staff encourage children to interact with them at story times to describe what they are seeing in the pictures. Staff then plan activities such as exploring and drawing fruit, as the story is about a child's basket of fruit. Children are very quickly highly engaged and talk about the colours, shapes, smells and tastes of the fruit. However, staff do not consistently engage children in finding their own solutions or in thinking critically. For example, when making play dough, children do not help weigh the ingredients or think about what they want the dough to look like. Children of all ages enjoy a wide range of technological play with equipment such as push-button toys and tablet computers.

Staff gather information from parents about children's starting points and quickly add their own observations. Staff make frequent note of children's achievements and relate them to the expected levels of development. Staff regularly make summary reviews of children's progress to share with the parents and agree the child's next steps in learning. These next steps are incorporated into the nursery plans which provides a tailored play environment to meet each child's individual learning needs. Children therefore make good progress. As children move between the age groups, staff prepare summary reviews for their new key person. Key staff also prepare the progress check at age two. These regular reviews mean that children's learning is closely supported.

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

There is a very effective key person system in place. The key person meets frequently with parents as babies and children settle in, so that they have a good understanding of how to meet children's individual needs. When children transfer to the next age group, staff see who the child forms a relationship with. This means that the child helps to choose their key person. As a result of this close attention, children are well-settled and secure. Staff have created a strong learning environment where children can be independent, active learners. A wide range of good quality equipment is within easy reach of the children, and they help to decide what to play with. Resources include natural objects such as pieces of wood and wicker, as well as safe household items. This gives babies and children a wide range of materials to explore. Staff make sure that the whole curriculum is present outdoors. Children can climb, dig, paint, write and take part in role play. This suits children who are active learners.

Children enjoy a healthy lifestyle. Meals and snacks are prepared fresh each day and cater for children's religious and cultural dietary needs as well as allergies. Children help to

serve themselves, which supports their independence and personal care skills. Staff have good systems in place for nappy changing and toilet training. The key person uses these times as a 'prime time' for interacting with children, engaging in conversation and high quality attention-giving. Staff note that this has had a positive impact on children's success in toilet training. Children play outside in the fresh air every day. They enjoy a wide range of physical activity, including weekly sessions with a specialist teacher in outdoor play with natural resources. Children learn to take care of their safety. Staff use innovative and safe ways to involve children in carrying out appropriate daily checks. For example, a child will be the 'safety spy' and look to see if there is anything untidy or dangerous when staff check the garden. Children also have a toy character who helps remind them how to do things such as handling scissors. This means that children gain a good understanding of how to keep safe.

Children's behaviour is good. They cooperate in play and know how to share and take turns. Children are confident to explore new activities and enjoy having a go at making play dough or junk modelling. Children enjoy helping in specific roles such as lunch helper and show pride in their achievements, such as filling their sticker card. In their last term before attending school, children enjoy specific activities which will help them acquire the skills they need. For example, they practise changing clothes and organise a packed lunch. As a result, children are confident in their transition move to school.

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

The leaders and managers have a strong understanding of how to meet the safeguarding and welfare requirements. All staff undergo suitability checks prior to starting work and have specific training in safeguarding. Staff fully understand the child protection policies and know how to report any concerns about the welfare of a child. Documentation is very well-organised. Registers show the detail of when children attend, which rooms they were in and who cared for them. Accident and medication records are detailed and clearly demonstrate the close attention staff give to children. Staff share this information with parents to keep them informed. Staff are very skilled at involving children in managing their safety with innovative use of the 'safety spy' role and a safety superhero character. This is a very effective way of teaching children about risk and how to manage it. Leaders and managers have well-embedded systems designed to support their staff in improving their skills and gaining further qualifications. Staff enjoy regular supervision with their line managers and make regular contributions to improving the work of the nursery. Senior managers monitor the learning and development records and work with staff to address achievement gaps. This also helps to identify children with additional learning needs. They have established a database of children's achievements which they intend to use to monitor achievement gaps for groups of children. For example, they compare boys' achievements to those of girls. The company introduces other initiatives such as 'Growing Mathematicians' to support the work of staff. Managers review and evaluate the implementation of these to make sure they are having a positive impact on children's learning. This means that the nursery has considerable support and drive to make continuous improvements.

The nursery staff build strong partnerships with parents. Parents value the daily feedback from the key person and the regular reviews of their children's learning. Parents receive a weekly newsletter and are kept up-to-date with nursery initiatives. For example, parents can have a free application which supports them to prepare their child for school. Parents add their notes and comments to the learning journals to reflect what is happening at home. Parents attend social events at the nursery which helps to build a sense of community. As a result, children enjoy consistent, supportive care. The nursery staff have strong links with local schools. The nursery receives feedback from schools, describing the children as able to take care of themselves, confident and with early reading and writing skills. Nursery staff also have well-established relationships with Local Authority staff which means they can quickly obtain the appropriate support for children with additional needs. This means that children receive coherent care and support.

### **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>	159337
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	933372
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	04/11/2011
<b>Telephone number</b>	0208 835 9898

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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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