

Little Teddies Nursery

12 Bowlers Croft, BASILDON, Essex, SS14 3EG

Inspection date

Previous inspection date

16/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 and babies make good progress during the time they spend at the nursery, This is because staff have a very clear awareness of their needs and complete precise assessments and planning for all children.
- The staff team have a secure understanding of their responsibilities with regards to child protection. As a result, the nursery is safe and children are effectively safeguarded.
- Children's behaviour is good and they play harmoniously together, as staff explain their expectations to them and give them plenty of praise and encouragement.
- The owner and the manager are very good role models for the staff team. They demonstrate very good practice and are passionate about providing the best possible care for children.

It is not yet outstanding because

- The opportunities for children to play actively and make the choice between indoor or outside play, are not fully maximised during the daily routines.
- There is scope to develop the opportunities for parents to play a more active role in their children's learning, to ensure that children's knowledge and skills are consolidated and extended effectively.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments, and carried out a joint observation with the manager.
- The inspector held discussions with the management, staff and children.
- The inspector viewed a sample of the children's development records.
The inspector saw evidence of suitability and qualifications of the staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from questionnaires obtained by the nursery.

Inspector

Patricia Champion

Full Report

Information about the setting

Little Teddies Nursery was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from three playrooms in a converted industrial unit in Basildon, Essex. The nursery is run and managed by Little Teddies Nursery (Enfield) Ltd. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. The manager holds Early Years Professional Status and the owner holds a foundation degree at level 5. All other staff hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. There are currently 38 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend active learning by reviewing the routines and the use of space, so that two-year-old children have more sustained time to concentrate on activities and all children can make free use of the indoor and outdoor spaces
- enhance the partnership with parents further to consolidate and extend children's learning and development, for example, by providing parents with more ideas for activities or sharing favourite books or resources, for children to use at home.

Inspection judgements

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

The staff have a secure knowledge of how young children learn and provide interesting activities in tune with children's interests and capabilities. The key persons working with the younger children place a very good focus on promoting the prime areas of learning. As a result, children have a firm knowledge base from which they can build on and learn new skills. Before the children start at the nursery, staff obtain information about their likes and capabilities from parents. This information is then used successfully, along with the key person's initial assessment to plan for children's starting points.

Children make good progress as comprehensive ongoing observations and assessments ensure that the individual needs are fostered well. The 'learning journey' development records include individual planning and targets for each child across the areas of learning. Each term, the key persons complete a summary assessment report, in consultation with parents. The required progress reports when children reach the age of two, are also completed in a timely way. This means that staff promptly identify when progress is less than expected, so that early intervention from outside agencies can be sought, when necessary. As a result, there are appropriate systems in place ready to support children with special educational needs and/or disabilities, or those who speak English as an additional language.

Children are motivated to learn through a blend of focused activities, access to stimulating resources and the staffs' enthusiastic responses to spontaneous events. For example, they develop their understanding of the world by observing the changing seasons and collect autumn leaves to create an imaginative display. Interaction is good when staff use open questioning to encourage children to think and give interesting answers about how they need to care for a snail, found hidden under the leaves in the garden. Children develop clear communication skills as they chat to each other as they play and talk confidently to the staff. Older children are articulate as they describe what they are playing with and talk in detail about their interests and home life.

Attractive and stimulating resources in the baby room successfully encourage babies to explore and investigate their environment. Sensory toys and materials are used imaginatively so that babies can examine different textures and use their senses. For example, a wealth of shiny objects or mirrors are easily accessible so that babies can see their reflection or view how changes in light alters sparkling fabrics and materials. Babies explore cooked spaghetti or baked beans with their fingertips and the more confident children squeeze this mixture between their fingers or toes, close and affectionate relationships with the staff are evident as babies respond with smiles and chuckles to the positive attention given by staff. Babies watch intently as staff sing to them or cuddle them. They develop early communication skills as they respond to the repetition of words and gestures, including sign language. Babies are closely supported as they practise walking and are given plenty of praise and encouragement as they develop their emerging mobility.

Older children are successfully gaining useful skills in readiness for starting school. They choose to look at books for pleasure in the well-used reading area, which contains an interesting variety of fiction and non-fiction materials, including favourite stories as well as maps. Children have easy access to writing materials and become absorbed in making marks or drawing pictures that represent recent experiences. They are developing their understanding of sounds and letters as they recognise the letters within their names. Mathematical skills and counting is promoted well as children use routines to calculate how many of their friends are sitting at a table or they use educational software on the computer to sort and match objects.

Throughout the nursery children have easy access to a wide variety of resources that enable them to make decisions in their learning. However, there is scope to extend active play further as at times the nursery routine interrupts children's learning. For example,

two-year-old children sometimes have periods of inactivity as they wait their turn when nappies are changed. In addition, although the staff have imaginatively developed the courtyard garden with a variety of experiences, the opportunities for all children to choose between indoor and outdoor play are not fully maximised during the sessions.

Staff generally effectively encourage parents to be involved in their children's ongoing learning in the nursery. Regular parent meetings and the sharing of summary reports each term, update them on their children's progress and their key learning priorities. Parents are also encouraged to share their observations about any new achievements at home. They are invited to contribute to activities in the nursery, for example, by sending in family photographs to promote conversations or supplying useful recycled items that can be used in model making. However, successful strategies to extend children's learning, such as sharing ideas or resources to engage parents in their children's learning at home have not been fully explored.

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

Children's emotional well-being is supported as the atmosphere of the nursery is welcoming and purposeful. There is an effective key person system in place and this means that babies and children develop secure and close bonds with those who care for them. Children develop a sense of belonging as they find their photograph above their coat peg and know to store their artwork, or any items brought from home, in their named drawers. Effective arrangements are in place to support children settling into the nursery. Staff implement a gradual settling-in programme that is tailored to meet children's individual needs. Parents share a great deal of information about babies' routines at home to support the care plan. For instance, staff are fully aware of familiar comfort items, such as dummies and blankets, to help children settle at sleep times. Consequently, children feel secure in the nursery and parents are reassured that their children are happy and settled.

The transfer between rooms as children move up to the next age group is efficiently supported. The staff pass on a good level of written information and children get to know their new carers through visiting their new playrooms. Prior to children starting school, transition meetings are held with parents. This means that a consistent approach takes place when preparing the older children for the next big step in learning when they make the transfer to full-time education. The nursery also invites teachers into the nursery so they can meet the children and build successful relationships.

Staff are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the nursery. Children demonstrate good social skills, for example, they patiently wait to take their turn using the computer. They willingly help staff to tidy up or distribute cups and plates at mealtimes. The staff frequently praise children for their good manners or acts of kindness. As a result, children's behaviour is good and they play harmoniously together. The older children develop good independence skills as they pour their own drinks or serve their food and attempt to put on their own coats before going outside. Children understand the safety rules in place. For example, they can explain why it is safer to walk rather than run indoors and know that outdoor

surfaces become slippery when it rains. Fire drills are regularly practised to ensure that all children and staff know how to swiftly evacuate the premises in an emergency.

Children enjoy fresh air and exercise. They use a variety of apparatus to develop their coordination and climbing or balancing skills. Space is also cleared within the playrooms so that children can take part in circle games and engage in a wider range of movements, which helps them to stretch and bend their bodies. The staff give children clear messages to ensure they are developing a positive understanding of how to keep healthy. They know about important hygiene routines and talk about the foods that are good for them at snack and lunchtime. The staff ensure that cleanliness in the nursery is maintained to a good standard. The staff have attended food safety training and the nursery kitchen has been awarded five stars for food hygiene. Any special dietary requirements are respected and catered for. Nappy changing is regularly undertaken to ensure that the youngest children remain clean and comfortable. This means that the nursery effectively promotes the health of young children.

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

The nursery is well-led and managed and this ensures that the provision meets the requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive policies and procedures are fully implemented and successfully promote children's welfare, learning and development. The owner and the manager's strong vision and high expectations are shared by the staff team and they work well together to meet children's needs. There are good self-evaluation systems in place and the management and staff value the views of parents and children when identifying areas of development. Many improvements have been made since the nursery was registered under the new owner, earlier this year. There has been an impressive and carefully thought-out refurbishment of the premises with new resources continually being purchased to widen children's knowledge and skills. This means that there is a very positive drive to enhance the provision for all children.

There is a well-qualified staff team. The staff also regularly access additional training opportunities to enrich their qualifications and experience. They feel supported by the manager as she spends time in the playrooms getting to know the children's capabilities and observing staff practice. The staff meetings are used effectively to monitor the educational programmes for groups or individual children and the staff are welcoming of appraisals and peer support. The manager also attends cluster groups with other early years professionals to discuss and share ideas about best practice. This means that the activity planning is kept fresh and regularly reviewed in-line with current childcare trends and initiatives.

Staff have a good awareness of safeguarding issues and effective knowledge of their role in child protection, in relation to the reporting of any concern they may have about a child's welfare. Regular risk assessments are carried out to ensure children's safety in the indoor and outdoor environments. There are robust systems in place for staff recruitment and vetting, to ensure that all staff are suitable and qualified for their roles. The staff are

deployed effectively to ensure children's safety and are vigilant about the security of the children. There are secure key coded entry systems and the gate to the outdoor area is locked when children play outside.

Partnerships with parents and carers are strongly supported. The nursery has an informative and easy to navigate website and parents receive regular newsletters to let them know about important news and forthcoming events. Parents say that the staff are very caring and approachable and have worked hard to create a bright, stimulating play environment. Parents are appreciative of the written reports they receive and value the consultations they have with the key persons. For example, they work closely together in order to write accurate progress reports. This means that parents feel they are regularly updated with news about their children's achievements and progress. The nursery works closely with local schools to support children's transfer to full-time education. The staff are also fully aware of the importance of working with other professionals, advisors or health workers, to support children's individual requirements, when the need arises.

The Childcare Register

The requirements for the compulsory 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	EY459365
Local authority	Essex
Inspection number	915724
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	38
Name of provider	Little Teddies Nursery (Enfield) Ltd
Date of previous inspection	not applicable
Telephone number	01268 524413

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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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