

Teddy Bears Day Nursery

Martinet Road, Thornaby, STOCKTON-ON-TEES, Cleveland, TS17 0AS

Inspection date	22/10/2013
Previous inspection date	27/02/2013

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		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

- The manager and staff create a nurturing environment where children settle, enjoy themselves, become increasingly confident and parents feel welcome and appreciate regular exchanges of information about their children's experiences.
- All staff have a secure understanding of the learning and development requirements, which they use to plan a wide range of activities and experiences for each child.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected.
- Children understand how to keep themselves safe as all staff consistently give high priority to the safety of children.

It is not yet outstanding because

- Pre-school children are not always able to make independent choices and find and return their own toys and equipment. This is because some resources in the indoor environment are not organised effectively.
- There is room to strengthen the good partnerships with other settings children attend, so that there is an increased sharing of information that focuses on children's learning and development needs. This is in order to provide a more consistent and complementary approach to the support that children receive.

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 had a tour of the nursery, including the outdoor environment.
- The inspector observed teaching and learning activities in both nursery rooms and spoke to children and key persons at appropriate times during the inspection.
- The inspector carried out a meeting with the provider and manager and looked and discussed a range of policies and documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Nicola Jones

Full Report

Information about the setting

Teddy Bears Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Thornaby area of Stockton-on-Tees. It is managed by a partnership. The nursery serves the local area and is accessible to all children. There are two fully enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above and three members of staff, including the manager and deputy, hold higher qualifications. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further opportunities for older children to make independent choices by improving the organisation of resources in the pre-school room
- reflect on and further develop ways to strengthen the relationship with other settings children attend and ensure that information is shared in relation to individual children's learning and development.

Inspection judgements

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

Children are well supported in all aspects of their learning and development. Staff provide activities and experiences covering all areas of learning, both indoors and outdoors. A balance of adult-led and child-initiated experiences is provided and children learn through playful and enjoyable experiences. As a result, children thoroughly enjoy the time they spend at the nursery and are excited and motivated to learn. For example, they smile and laugh when they clap their hands together when exploring flour and make 'clouds' appear. Staff support very young children's learning well. They sit alongside them when they play in the water tray and sing rhymes, such as 'Row, row, row your boat', when children play

with plastic boats. This encourages children to talk and effectively develops their expressive language skills. Staff develop communication skills even further and encourage children to think by asking questions, such as, 'I wonder what will happen if we add bubble mixture to the water?' This allows children to explore the water further and talk about the changes they can see when bubbles appear. Children with special educational needs and/or disabilities are encouraged to share this experience and enjoy the sensory experience of water on their hands. This enhances their learning and development and supports them to make good progress, based on their starting points. Staff support older children's communication and language skills equally well in the nursery. They make very good use of activities, such as painting, to explore the meaning and sound of new words. This enables children to build up their vocabulary, reflecting the breath of their experiences.

The quality of teaching is good. Staff have a good understanding of how to promote the learning and development of young children. As a result, they make good progress and effectively develop the key skills they need for the next steps in their learning. The manager and staff have been proactive and have acted upon recommendations in their previous inspection. For example, natural, open-ended resources have been introduced into the learning environment. As a result, children play and explore objects, such as leaves and pine cones, widening their knowledge of the natural world. Children whose home language is not English are equally well supported to make progress. Parents are encouraged to share key words from home and some staff in nursery speak languages, such as Urdu, Farsi, German and French. This means children are provided with opportunities to develop and use their home language in play and learning, which supports their language development at home. Children are provided with a wide range of experiences to develop their physical skills. In the indoor environment, children balance blocks to build towers, show control in holding and using pencils for writing and join in with action songs and rhymes. In the outdoor environment, children run around freely, ride bikes and cars, climb up steps and independently use equipment, such as slides and swings.

Staff have high expectations of all children as they complete a range of good quality assessments, which show the age-bands children are working within, this is then tracked over time to demonstrate progress. Children have individual learning journal files containing information collected from parents on entry to the setting, examples of children's work, observations and photographs as evidence of learning. Parents have access to this information, which keeps them informed of their child's progress. New systems are in place to encourage parents to share information about their child's learning at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Children have fun and clearly enjoy the time they spend at nursery. They are provided with a warm, welcoming and stimulating environment where staff support them to feel secure, at ease and develop confidence. Children quickly make friends and thoroughly enjoy playing, exploring and using their imaginations together. They develop

independence as they serve their own food and pour their own drinks at meal times and climb the steps to access the play house and slide in the outdoor area. However, opportunities to promote older children's independence skills even further are not always provided. This is because some resources in the pre-school room are not organised effectively, resulting in some areas appearing cluttered and untidy. This means children cannot clearly see what is available to play with and find and return their own toys and equipment.

Children are provided with fresh, nutritious and balanced meals and snacks, which are prepared on site each day. Weekly menus are shared with parents and the cook takes an active role in the nursery. She engages the children in cooking activities using vegetables, such as cabbages, which they have grown in the nursery garden. As a result, children learn about the benefits of eating healthy foods, promoting good health and their physical well-being. This is further enhanced in the outdoor area where daily opportunities are provided for children to explore, use their senses, and be physically active and exuberant.

A well-established key person system is in place, which helps children to form secure attachments and promotes their well-being and independence. Children show they have close bonds with their key person when they receive cuddles if they are feeling tired. Staff meet children's individual needs well and respond sensitively to their personal needs. For example, they gently wipe children's noses when they are suffering from a cold. Staff work closely with parents and carers to support their emotional development. Parents and carers spoken to during the inspection describe how well staff support their children's all-round development. They use words such as 'fantastic' and 'flexible to accommodate needs' to describe how staff interact with both them and their child.

Staff are good role models and behaviour expected by children is modelled by them. As a result, behaviour in the nursery is good and minor disagreements are sensitively managed. Parents echo this view and talk about how frequent verbal praise promotes children's self-esteem and confidence. Throughout the nursery, relationships between both staff and children are good. This promotes a relaxed and happy environment, which enables children to feel cherished and secure. Children show respect for one another, observe space boundaries and begin to understand the importance of safety through the various activities on offer throughout the day. This is because staff explain why safety is an important factor in using toys and equipment. They supervise children well and have sensible rules for everybody to follow. Consequently, children play well together and demonstrate safe practices when using resources, such as, the play house and slide in the outdoor environment.

Effective settling-in arrangements are in place and children, parents and carers are well prepared when children join the nursery. A wealth of good quality information is shared to ensure individual routines and needs are well met. Children are equally well prepared when they move rooms within the nursery. They make regular visits with their key person and information is shared to ensure there is continuity in their learning and development and welfare. In addition, a transition scheme for children moving on to school is in place. This ensures children feel emotionally prepared for this next step in their lives.

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

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are understood by the provider and manager and are well met. They ensure all policies and procedures are implemented and are clearly understood by all staff. For example, all staff recognise the physical signs to look out for if children have accidents while at nursery. Parents are contacted, asked to sign appropriate documentation and Ofsted are notified when serious accidents occur. All accidents and incidents are monitored closely by the manager, patterns and trends are noted, to prevent reoccurrence. Children are further protected in the indoor and outdoor environment. This is because staff make effective use of up-to-date risk assessments, to support them in ensuring the areas used by children are safe and hazards are quickly identified. This information is reviewed on a regular basis and amendments made, if required. For example, changes have been made to the door of the play house to prevent it blowing outwards during windy conditions.

Partnerships with parents and carers are well established and make a strong contributions to meeting children's individual needs. The manager supports individual families exceptionally well and ensures she is available at all times to address concerns, if required and parents and carers spoken to on the day of inspection echo this view. They make comments, such as 'This nursery is excellent. I am always kept well informed of my child's achievements and asked to sign documents if they have come in with an injury from home or need to take medication'. Partnerships with external agencies are equally well embedded and support children well in the nursery. Staff make effective use of information received from services, such as the visual impairment team, to ensure children's specific and individual needs are planned for and well met. The manager and staff have been proactive in their approach to sharing information with children from local schools, who attend their wraparound provision. However, there is room to strengthen these already good partnerships even further, so that there is a more effective shared knowledge about children that will support continuity in their learning and achievements.

The manager maintains a very good overview of the curriculum and monitors educational programmes, to ensure children are helped to make progress in all areas of learning. She has secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support the staff team. As a result, staff are motivated, enthusiastic and clearly enjoy working in the nursery. Performance management is well managed and staff training needs are identified through regular supervision and annual appraisals. Effective induction arrangements are in place. This ensures all staff, including apprentice staff, are fully aware of their roles and responsibilities and are suitable to work with children. Planning and assessment systems are monitored effectively and the manager spends time in the nursery rooms gaining first-hand knowledge about what is working well and addresses any issues raised. Documentation for tracking children's progress is in place. This information accurately identifies children who are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need.

The manager continually reflects on ways to improve the nursery. A clear and successful improvement plan is in place that aims to support children's achievements over time. For example, there are plans to enhance the book area in both nursery rooms to further promote children's early reading skills. Strengths and weaknesses are effectively identified, taking into account the views of staff, children and parents. Views are sought through regular meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or complete written questionnaires. The managers and staff work well with the local authority which enhances all aspects of the self-evaluation process.

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	EY287166
Local authority	Stockton on Tees
Inspection number	940033
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	80
Name of provider	Teddy Bears Nursery Partnership
Date of previous inspection	27/02/2013
Telephone number	01642 761333

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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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