

Teddies Nurseries Limited

20 Langley Road, Beckenham, Kent, BR3 4AD

Inspection date

15/10/2013

Previous inspection date

30/04/2013

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

- An extensive range of interesting, stimulating activities are available. The excellent access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- The manager has ensured that staff have received comprehensive training to support fully their understanding of the setting's child protection policies and procedures and to ensure that they effectively safeguard the children in their care.
- Children make good progress from their initial starting points as a result of the good opportunities available to them and the valuable support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

It is not yet outstanding because

- Some routines are not fully organised to support all children's learning when moving between different activities.

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 activities in the main playrooms and the garden.
- The inspector spoke with the manager, provider and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector checked staff's disqualification and barring checks and the settings safeguarding policies and procedures.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Teddies Nurseries in Beckenham registered in 2002. It is part of the Teddies Nursery group which was established in 1992. It is now owned by Bright Horizons who operate a national chain of nurseries. The nursery operates from a detached, converted three-storey house in a residential area of Beckenham in Kent. The nursery operates over two floors with the top floor being used as a utility area and staff room. Children have access to six play areas and a large secure outside play area.

The children attend for a variety of sessions and some attend on a full-time basis. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 64 children on roll who are all within the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It also receives 'Free-for-two' funding for two-year-olds. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. There are 11 permanent members of staff and five regular bank staff. Of these, 13 hold a relevant childcare qualification at National Vocational Qualification (NVQ) level 2 and above. The manager holds an NVQ at level 3 and is working towards her level 6. The nursery also employs a cook who prepares meals on the premises.

What the setting needs to do to improve further

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

- reorganise routines better so children are occupied when waiting for others to finish their meals.

Inspection judgements

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

The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require any support or extra challenge in their learning experience. Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they

have been doing at home. This provides good continuity of care for the children. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents. This enables them to see the progress their children have made.

Staff provide a high standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children are prepared well for the next step in their learning.

Staff support children well when moving between base rooms and carry out these according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with the teachers to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning. Children enjoy snuggling into staff when tired and needing some reassurance during play.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers and older children use descriptive words to describe the story line. Children show confidence in communicating and are developing their vocabularies and spoken language well. Staff support very young children well with new emerging skills such as walking or crawling. Staff make sure floors are kept clear to allow children to practise this new skill and develop their physical skills.

Younger children thoroughly enjoy exploring messy activities, such as cornflake and sand play. Staff support the children well promoting their learning and development through exploring the textures and tastes of the cornflakes. Staff also make sure the babies have water to hand when they have put sand into their mouths. They explain kindly how it does not taste nice and to have a drink to wash the sand away. This allows the children to start to understand what they should be eating and what they should not. It also allows the staff to promote the children's well-being. Some routines are not effectively managed to meet all the children's needs. Children who have finished their food before others are not kept occupied when they wait to start the next activity. Although after a time staff provide some activities this is not completed in a timely manner in order for the children to have smooth transition.

Staff support children's communication skills, and their personal, social, and emotional development well. The manager and her staff are skilled in asking the children open-ended questions to get them to think about what they are doing. They have informed discussions about the activities so the children tell them what is happening and what they will be doing.

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

Staff demonstrate an extremely positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of individual requirements. A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live.

The nursery has highly effective measures to promote children's ongoing safety in the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency. Children thrive in an environment where a high standard of hygiene is maintained. All children learn about good hygiene routines through washing their hands at appropriate times; for example, after messy play and before snack and meal times. Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing high levels of control when serving their meals. Older children take it in turns to set the tables ready for lunch and staff encourage the children to count how many children are sitting at the table so they get the right amount of plates, cups, forks and knives. This supports children's emerging mathematics skills well and gives children a sense of responsibility.

The well-stocked garden has resources that successfully promote and enhance the children's physical development. Climbing frames, slides, crates for climbing and digging areas provide ample opportunities for them to explore and enhance their learning. Staff show children how they can use slides and crates to enhance their physical development, such as building an obstacle course with the crates and learning how to balance when walking over them. They ask children to problem solve how they will move from one area to another. This supports greatly their imagination and also learning about their own safety.

Staff work closely with the parents to find out about the children's individual needs. This information is then used successfully to settle them into the setting. All staff are consistent in their approach to behaviour management. Clear and concise boundaries are taught very well to the children and they fully understand them. Excellent strategies are in place to teach the children how to work together, such as using words such as kind hands. Staff also introduce new children to the group so they feel welcomed and they start playing straight away. Given the children's ages and stage of development they are all exceptionally well behaved.

The effectiveness of the leadership and management of the early years

provision

Leadership and management of the setting are strong. The manager and staff work closely with the parents to bring about the best possible outcomes for all the children. Documentation is maintained to a high standard and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are implemented, for example for whistle blowing any concerns and notifying other agencies of concerns. These are regularly updated to reflect changes in legislation and to clearly underpin the nursery's practice.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions, one to one's and appraisals to assess their work and to look at further training opportunities. Staff also attend regular training, through the local authority, to enhance practice and promote children's learning and welfare. The manager has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress well. As a result, children make good progress in their learning.

Self-evaluation is strong and clearly shows the nursery's key strengths and the areas they are currently working on. The parents share their views on the nursery and the manager gathers the views of the children to shape the service that is provided. As a result, the service is highly responsive to its users.

All staff have a strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. Local Safeguarding Children Board procedures are consistently known and implemented by all staff. Robust risk assessments are in place for both the premises and for all outings the children undertake. Children are well supervised across all areas of the setting and when on outings.

Staff work closely in partnership with the parents. Parents regularly share with the staff what they have been doing at home, which is used very successfully by staff to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily books allow the parents to see what the children have been doing during the day. This provides excellent continuity of care.

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	EY245454
Local authority	Bromley
Inspection number	935885
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	64
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	30/04/2013
Telephone number	020 8658 7499

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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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