

# Teddy Bears Day Nursery

118 Ashton Road, Denton, MANCHESTER, M34 3JE

<b>Inspection date</b>	29/10/2013
Previous inspection date	01/07/2013

<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

- Teaching is strong, particularly in pre-school. Staff effectively organise fun and interactive activities which excite children and support their literacy skills well.
- Great care is given by staff to ensure children's emotional and learning needs are met both within and outside the nursery. Consequently, children feel appreciated and there is effective continuity of care in their learning and development.
- Children from a very early age demonstrate good self-assurance, self-help skills and independence skills. As a result, all children are well prepared in their next stage of learning and make good progress.
- High regard is given to safeguarding children and policies and procedures are rigorously implemented in the nursery. Consequently, children are fully protected.

### It is not yet outstanding because

- Opportunities to further strengthen younger children's already good levels of interest in real-life objects, are not fully optimised.
- The partnerships with parents are not yet fully maximised to ensure that all parents are fully involved in the observation process.

## 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 all of the rooms and in the outside area.  
The inspector checked evidence of suitability of staff working with the children and
- looked at induction and staff training procedures. The inspector also looked at policies and children's records.
- The inspector spoke to the managers and staff in the nursery.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of children and two parents spoken to on the day.

## Inspector

Emily Wheeldon

## Full Report

### Information about the setting

Teddy Bears Day Nursery was registered in 2010 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Denton area of Tameside, and is managed by a limited company. The nursery serves the local and wider area and is accessible to all children. It operates from five rooms over two floors. There is no lift access. There is an enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 10 hold an early years qualification at level 3, three hold an early years qualification at level 2 and three are unqualified. The manager holds Early Years Professional status and one member of staff has a foundation degree.

The nursery opens from Monday to Friday from 7.30am to 6pm for 51 weeks of the year. Children attend for a variety of sessions. There are currently 105 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language. The setting is a member of the National Day Nursery Association.

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

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

- support younger children's existing good levels of interest in objects further, by increasing the range of materials used to encourage playing and exploring and extending children's thinking skills so that they have a wider understanding of the world
- promote sharing of regular two-way observations on learning with all parents and use this shared knowledge and understanding to plan together activities to further support children's learning in the nursery and at home.

## Inspection judgements

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

All staff have a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. They have a good understanding about child development and are effective in meeting the needs of all age groups. For example, babies are well

cared for by caring staff who understand the importance of the foundations for learning. For instance, the activities provided are centred on building relationships, building confidence, physical skills and communication and language. In the baby room, babies demonstrate a natural desire to communicate with their key persons, by giving eye contact and moving their arms in the air in anticipation. Staff effectively support babies to communicate by allowing them to take the lead in their play and by copying what they are doing. Babies, for example, shake rattles and look up at a member of staff and wait for them to copy, then smile at them, then repeat again. Staff who are working with toddlers respect the fact that toddlers need space to move around and time to listen and respond to questions. A wide range of opportunities for toddlers to move in different ways are seen in the outdoor area. For instance, they excitedly use their feet to propel them forward on scooters, or climb steps and slide down. Toddlers demonstrate good co-ordination skills and are able to negotiate scooters around equipment and follow a track.

Staff know the children well and have a good knowledge about their interests and individual needs. Observations are carried out on a regular basis and effectively record children's learning and development across the seven areas of learning. Staff use observations they make of children playing well, to inform future planning and assess children's progress. Children's next steps are successfully identified and incorporated into the planning process. As a result, children make good progress towards the early learning goals which supports them in readiness for school.

Good, solid teaching is consistent across the nursery. Children are seen to be fully engaged in their learning and are very happy to take part in the activities on offer. Particularly noteworthy is the good quality practice in the pre-school room where children are well prepared for their next stage in their learning. For example, competent staff plan fun, interactive games to teach children to recognise letter sounds. Children successfully name initial letter sounds for objects on a railway track, such as 'a' for 'apple'. Staff reinforce their knowledge about letters and what they look like by holding and pointing to letter flashcards. Staff effectively teach children the correct sounds for different letters and point out to children the mistakes they make between the letters 'h' and 'd'. They say, for example, 'Are we sure it is 'h'? Let's look carefully, it's a ...' and children correct themselves and shout 'd'. Consequently, children make good progress in their literacy skills and learn to self-correct which is an essential part of effective learning.

High quality circle time activities to promote positive relationships, turn-taking, and well-being are regularly incorporated in the day in the pre-school room. Great care is taken to enhance the learning experience even further by dimming the lights, playing soothing music and talking softly. Children respond positively and instantly relax. They are responsive to passing a special object around a circle, taking care not to drop it. Staff then scaffold children's communication and language skills well by role-modelling to children how to speak in complete sentences. For example, they say, 'My favourite colour is red' and children have a go at saying the sentence and adding their favourite colour. Consequently, pre-school children feel a strong sense of belonging in the group and develop good communication skills.

Staff have a good knowledge about effective teaching and learning. For instance, they are highly skilled at knowing when to intervene and when to sit back and allow children

freedom to play and explore. Babies are fascinated by the features of real, everyday objects, such as mirrors and metal spoons. Staff allow them time to explore and experiment with metallic objects and babies enjoy feeling the cold sensation of metal in their mouths. Babies learn to develop a strong sense of identity and are engrossed when they look at their reflection in mirrors. However, sometimes children's interests are not extended and resources for children to investigate with are not fully explored. For example, opportunities for babies to explore a wider choice of mirrors and other objects are missed. As a result, babies are not fully supported to reach their full potential in making sense of the world around them.

Provision for children with English as an additional language is strong. Staff ensure they speak to parents to find out key words in the child's home language and apply these in the nursery. As a result, children feel a strong sense of belonging. Parents are complimentary about the level of care provided and the lengths staff take to meet children's needs. For example, when children are in hospital recovering from an operation, staff are thoughtful and organise activity books to enable effective continuity of care. Consequently, parents and children feel appreciated and children do not fall behind their peers. Special attention is also given to supporting children with behavioural difficulties and parents feel very well supported. For example, staff provide visual cards which are used as prompts to support children's understanding and take the heat out of situations. Partnerships with parents are strong, however, there is scope to encourage all parents to contribute to children's learning and development and to be more involved in the assessment process.

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

Children are well cared for by competent and dedicated staff in this caring and inclusive nursery. Staff respect the individuality of every child and are positive role models to children. As a result, children are very well behaved, engaged and motivated to learn. Staff apply consistent methods in behaviour management and give gentle reminders about sharing, taking turns and being respectful to others. Parents comments upon the good quality care staff provide and many say staff go the extra mile to meet the needs of children. For example, staff support children who are going through emotional times very well. They ensure they are surrounded by their close friends in activities and give them reassurance. As a result, children feel a strong sense of belonging and feel emotionally secure. The youngest children in the nursery are encouraged to be independent from the start. For example, attempting to feed themselves, selecting resources from baskets, and for pre-school children, serving themselves drinks.

Young babies' needs are well met by staff because partnerships with parents are strong. Staff speak to parents and information is shared relating to children's interests, needs and routines. Great care is taken to ensure that the nursery reflects home routines in the setting so there is continuity of care. Babies quickly settle with their key person and comforters, such as a cuddly toy, are used to reassure them. Robust cleaning and hygiene procedures are in place so children are protected. For example, staff ensure they wash their hands, wear plastic gloves and aprons and remind children to wash their hands before eating. Dummies are sterilised after lunch and kept in individual sealed pots with children's names on so dummies cannot be shared. As a result, children are protected well

and are fit and healthy. Caring staff are vigilant and treat children as if they were their own. For example, parents say that they feel their child is safe in the nursery even when they are feeling ill. For instance, staff contact parents by telephone when a child has a temperature and take the child's temperature again half an hour later. This is to assess whether the child is hot from running around or is genuinely ill.

A key person system is firmly embedded in practice and is consistently used across the nursery. Parents know who their child's key person is and relationships are positive. Children feel very safe and emotionally secure and lines of communication are very good. For example, transitions from home to nursery and from room to room within the nursery are very well prepared. Parents are well informed about changes within the nursery. Information is shared effectively between key persons and parents. Pre-school children are well prepared for school as staff arrange meetings with local schools and information is shared successfully to ensure smooth transitions.

Children have a good understanding about how to keep themselves safe. For example, they know they must be careful about riding scooters properly as 'it can be slippery'. Physical exercise and fresh air is promoted positively and all children benefit from playing outside on a daily basis and trips in the local park. Babies enjoy exploring their environment by attempting to take their first steps or reaching out and grasping objects in their hands. Toddlers and pre-school children enjoy attempting to write their names and make marks using a wide range of materials. They demonstrate good physical skills. The nursery cook provides very nutritious and healthy snacks and meals so children receive a balanced diet. Any allergies or dietary requirements are adhered to and effectively meets children's needs. Staff work closely with parents about children's dietary requirements and ensure that each child has their health needs met. All children enjoy mealtimes and enjoy the social aspect with their key persons. They share experiences about what they have been doing at home and talk about how nice the food tastes. This demonstrates that children are relaxed in the nursery and are comfortable sharing experiences with their peers and with staff.

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

Arrangements for safeguarding children are good and implemented well. All staff have a good knowledge and understanding of safeguarding policies and procedures and are familiar with the signs and symptoms of abuse. Staff are very vigilant and take safeguarding very seriously. For example, they are not afraid to challenge parents with regards to incoming injuries and give very good advice. All staff mobile phones are stored in the staffroom and staff remind visitors and parents to switch their phones off. The nursery uses a camera which is only accessed by staff members within the nursery and parents are asked for their consent for photographs of their children in observations. The nursery follows a strict mobile phone and camera policy at all times to protect children. Comprehensive risk assessments of the premises, including any repair work to the building, are successfully in place. Regular fire drills take place every three months with any problems encountered clearly recorded. Staff have a good knowledge about fire evacuation procedures. All accidents and incidents are meticulously recorded and shared

with parents so they are well informed. Any allegations against members of staff are promptly investigated by managers. They are very professional and follow strict codes of conduct in line with outside agencies. There are clear lines of direction in policies and all staff are familiar with the whistle-blowing policy. Managers frequently observe staff practice and any areas of concern are quickly addressed. The inspection took place following concerns about suitability of staff and health and safety. The inspection found that staff were all meeting the welfare requirement and their duties to meet the needs of children. Managers have a firm grasp of the nursery and know and monitor staff well. This further shows that children in this nursery are very safe and all staff are suitable to work with children. Ofsted did an unannounced visit to the nursery in April 2013 which prompted two notices to improve actions being set. The nursery has met these actions. The nursery now has a password system securely in place so that any carer who has not been to the nursery before is checked. Staff are more vigilant about coming to the main door to greet parents and carers rather than relying on a buzzer system. This ensures children and staff are fully protected.

Self-evaluation is strong and takes into account the views of staff, parents and children. Managers and staff work hard to improve learning outcomes for children and are always looking at ways to raise standards. For example, the manager has been supporting staff in their professional development and booked them on additional training about observation and assessment. Staff feel valued and work hard as a team. They have swiftly met previous recommendations from their last inspection and have improved provision in the outdoor area. For example, they have created a digging area, bought a bubble machine and installed mobiles. They have also started to take children on walks in the local community, such as the library and park. This is so they gain a better understanding of the world around them.

The manager is well organised and has a good knowledge of the skills of her staff. Monitoring of staff practice is robust and means that good quality teaching and learning is consistent across the different age groups. Staff appraisals are effective and carried out on a regular basis to identify any gaps in knowledge and training. The monitoring of educational programmes is secure and ensures children receive a broad and balanced curriculum. Assessment and tracking of children's progress is accurate and effective in identifying gaps in learning. As a result, the provision is secure in meeting the needs of all children. Well-established links are forged with parents, local schools and mean effective continuity of care for children. Staff are quick to identify children with special educational needs and/or disabilities and make referrals as required.

Partnerships with parents are strong. The nursery regularly keeps them informed about events and changes. Information about the Early Years Foundation Stage is displayed and discussed with parents during parents' evenings.

### **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>	EY390007
<b>Local authority</b>	Tameside
<b>Inspection number</b>	940855
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	106
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Grosvenor House Nursery Ltd
<b>Date of previous inspection</b>	01/07/2013
<b>Telephone number</b>	01613359991

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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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