

# Teddies Nurseries Limited

5 Wolsey Road, Esher, Surrey, KT10 8NT

<b>Inspection date</b>	22/01/2014
Previous inspection date	22/09/2008

<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		1
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		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Children play in a highly stimulating and well resourced environment, which enables them to become extremely independent learners.
- Staff give children's safety the highest priority and children develop outstanding healthy and safe practices.
- Communication exchanges between parents, carers and other professionals are exceptional, which means that children's individual needs are fully supported.
- Management use rigorous techniques to analyse the effectiveness of the provision and identify exact areas for improvement. As a result, they promote all children's learning well.

## 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.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector spoke to parents and children present on the day and took account of the nursery's self-evaluation, improvement plan and parent survey.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector talked with available staff and held discussions with the manager.

## Inspector

Nadia Mahabir

## Full report

### Information about the setting

Teddies Nursery registered in 2000, and is part of a national chain owned by Bright Horizons. It operates from a converted church in a residential area of Esher, Surrey. Children have access to several large base rooms on the ground floor and to a secure outside play area. The nursery is open each weekday from 8 am to 6 pm, 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 69 children in the early years age group on roll, who attend a variety of sessions. The setting receives nursery education funding for children aged two, three and four. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. A team of 10 staff work with the children, and they all hold appropriate or higher early years qualifications.

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

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

- enhance the professional development of staff, for example, by using peer on peer observations to make further use of staff's knowledge and skills.

### Inspection judgements

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

Children make outstanding progress in their learning, which prepares them extremely well for their next stage of learning and school. This is because staff allow children to decide what and how to do things, which increases their engagement. As a result, children are highly confident, curious and active learners. Staff seek excellent information on children's starting points and use their individual learning plans to clearly identify each child's next stages of development. Staff value and understand children as individuals, which enables them to make learning meaningful for each child. The room is carefully laid out with a wealth of inviting activities set up in designated learning areas. As a result, children are able to find the equipment they require and make independent choices from the wide selection available.

Children are focused and interested during their play which impacts on their progress in all areas of learning. One way this happens is when children have their interests extended through role play. For example, the school council which is made up of a panel of children, decided upon the home corner. The role play area is now decorated as a coffee shop and children have been writing labels and menus, which are displayed inside. Consequently many older children can identify letters and are becoming competent in writing their own name. Staff encourage excellent communication skills, providing outstanding support for all children, including those learning English as an additional language; so they take a full

and active role in all activities. Older children choose to take part in activities learning French and staff use visual aids so the youngest children develop excellent language skills. Teaching is enthusiastic and imaginative, and staff respond to each child at all times with interest and respect. For example, staff expertly use open-ended questions to encourage children to talk about. Children clearly know when to listen and pay attention for example, during stories and group discussions. Babies shriek out with delight, babble and laugh as they start to use single words that staff repeat again and again to reinforce their understanding. Babies are inquisitive and active learners as they take part in a broad range of activities. For example, babies, supported by attentive staff, clearly enjoy the sensory experiences of using their fingers to make marks on paper with paint and in lentils and sand.

Children have great fun as they become 'natural play builders' as they explore natural resources with a builder. He brings in natural resources for them to examine; looking at the different ways in which they can explore them. This is typical of the fantastic experiences children are offered and highlights the strong focus staff place on exploring and investigating while allowing children to interact and lead their own activity. Staff ensure that the planning of the educational programmes is based securely in meticulously assessing what children can do. Staff then identify what the children can achieve through stimulating activities that link to their individual development and learning styles. For example, staff consistently use examples of mathematical language during activities so that children learn about space and measure. They help them to count objects and recognise numbers. Activities are presented in different ways to suit the needs of all children. Staff listen to children, questioning them during activities in order to extend their learning and enhance understanding. Effective planning based on children's interests sets clear goals for each individual child across each area of learning. Consequently, all children in the nursery make excellent progress in relation to their starting points.

The nursery staff work closely with parents and other agencies to access timely, well-targeted support for children with communication or other developmental delay. Resources to support children's learning at home are also shared with parents. A daily diary is used to share information between the nursery and home and has resulted in increased information being shared with and by parents. The extent to which practitioners value information from home contributes significantly to children's learning. The staff provide very good levels of support to families working with other professionals involved with the children to successfully support each child's full inclusion in the nursery. Staff complete the required two-year-old progress checks to identify children's strengths and areas where they make less than expected progress.

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

Children flourish in this inclusive, warm and welcoming nursery and throughout the building there is a sense of belonging, security and happiness. The excellent key person system ensures that children develop highly secure attachments, which promotes their physical and emotional well-being extremely well. For example, babies enjoy eye contact with staff and toddlers run to them for cuddles. The settling-in process is very well

supported by parents and staff. Staff gain a wealth of relevant information about children from their parents when they join the nursery. This enables them to fully support the emotional well-being of each child. The nursery offers a very stimulating and well-resourced environment with good quality resources that are organised attractively. This is an exciting learning space and it gives excellent access for the children to choose what they want to do. The systems to engage parents in their children's learning at the nursery and in consolidating their child's learning at home are outstanding. Parents are encouraged to share their observations of their child's achievements at home.

Children are absorbed in their learning and become thoughtful, considerate individuals through the delightful, individually focused range of activities they are offered. Children learn to respect the cultural diversity of the families who attend the nursery and they celebrate a wide range of festivals to increase their understanding of the social world around them. Staff act as positive role models and praise the children, further promoting their good behaviour. They use consistent strategies and age and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. They encourage good manners and help children to take care of their environment and resources by tidying up together when they have finished playing.

Children are active in their outdoor play as they use a wide range of resources, such as bikes, climbing and balancing equipment. These help children to develop their physical skills well. The manager and staff consistently ensure children's learning is enhanced by other activities within the community. They go for walks, visit the park, and the farm. Their understanding of staying safe is exemplary. For example, they are actively involved in risk assessments and safety checks of their base rooms and in the garden. They also contribute to safety discussions, such as how to respond in the event of a fire. Staff successfully support children in taking age-appropriate risks so that children develop an outstanding awareness of practices that promote a safe and healthy lifestyle. They wash their hands at appropriate times and there are very good hygiene practices throughout the nursery. Staff promote meal times as highly social occasions by sitting with children in small groups and encourage lively conversations about what the children have been doing, both in nursery and at home. Staff continually promote children's independence within the daily routine. For example, children swell with pride as they help to prepare the tables for meal times or help count the children present. They serve themselves with snack and at meal times, peeling and cutting their own fruit and carefully pouring their own drinks. Children also have fantastic cooking sessions with the chef every week, creating exciting recipes.

Each key person sensitively supports children in moving on to their next room or school by providing a secure base for children to explore their new surroundings. Staff share well-documented information on children's care needs and observe children's characteristics of learning. This means that they have an excellent understanding of how to promote children's well-being and development. Children are also very well prepared to support a smooth transfer for those who are ready to move onto school. The manager encourages opportunities for children to visit their school. Primary school teachers visit the pre-school to meet the children in their familiar surroundings. These positive strategies enable children to feel emotionally prepared for the next stage in their learning.

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

All members of the management team have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff receive extensive training on child protection and discuss procedures at team meetings. As a result, they have an excellent understanding of recording and reporting concerns. Written risk assessments are carried out on a regular basis, helping to ensure any hazards are removed or minimised. All visitors to the premises have their identification checked and they sign the record book. Comprehensive policies and procedures, including a complaints policy, are in place and shared with parents. Detailed procedures for vetting and assessing the suitability of practitioners are followed rigorously. Excellent induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively. Ongoing monitoring and appraisal systems are used extremely well to make sure that staff continue to be suited to their roles. The premises are secure and safe for children and staff are deployed effectively to support their care and learning.

Staff demonstrate an exemplary knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, accurate records are made and meaningful experiences are planned to meet each child's needs. The quality of teaching is high; staff use positive methods, giving clear explanations and introducing new ideas and concepts as they teach the children. Staff work extremely well together as a team to evaluate provision and are able to identify their key strengths. Staff cascade information from training and early years events to extend team knowledge and skills. However, there is scope to enhance staffs' professional development by observing and evaluating each other's practice within the setting. In-house training is also used to enhance practice. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide excellence in the quality of care and education to all children who attend. The nursery use rigorous monitoring techniques to maintain their high standards. The manager analyses the data from tracking documents to identify achievement gaps and address them. These exemplary practices ensure that the Early Years Foundation Stage is delivered in an innovative, varied and imaginative way by highly motivated staff. The nursery strives continuously to maintain very high standards through the dedication of the staff team, who are united in driving improvement. Consequently, this has an exceedingly positive impact on the quality of teaching and learning for all children.

Partnership with parents is exemplary. Parents express their appreciation of the welcoming, professional approach of the setting and value the service they provide very highly. Positive relationships with parents enable staff to give children the specific care and education each individual requires. Parents are fully involved with all aspects of their child's learning and care. They benefit from an extensive array of information displayed on the parents' notice board and regular updates in newsletters. Parents and children are encouraged to share their views about the nursery, what they think works well and where improvements could be made. Therefore, there is excellent capacity for ongoing

improvement. Excellent working partnerships with other external agencies help to secure appropriate interventions for children and support for families. As a result, children needing additional support are provided with targeted plans to help them reach their full potential.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	122449
<b>Local authority</b>	Surrey
<b>Inspection number</b>	949071
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	22/09/2008
<b>Telephone number</b>	01372 210904

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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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