

# Teddies Nurseries Limited

Old School Building, The Ham, Brentford, Middlesex, TW8 8HF

## Inspection date

22/11/2013

Previous inspection date

02/04/2013

## 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	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 team works in close partnership and successfully with parents to meet children's welfare and learning needs.
- Children's learning needs are very well promoted by the staff who use high-quality play and learning resources indoors to extend their learning.
- Staff plan very well for developing children's understanding of the world.
- The team successfully promotes children's good health and safety through activity planning for children and information given to parents.
- The staff promote clear settling-in procedures for new children, which help to minimise the anxiety children feel when separating from parents for the first time.

### It is not yet outstanding because

- Staff do not plan as well for children's outdoor play and experiences as they do for indoors. This slightly reduces children's learning opportunities outdoors.
- Staff miss opportunities to use routines and activities to fully promote children's home languages.

## 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 children's play and the quality of teaching practice in all three age groups indoors and in the garden
- The inspector spoke to a number of parents and staff and took account of their views.
- The inspector held a meeting and carried out joint observations with the nursery manager and senior member of the organisation's management team
- The inspector sampled a range of records and documentation relating to safeguarding policy and practice, staff suitability and children's progress and development.

## Inspector

Amanda Tyson

## Full report

### Information about the setting

Teddies Nurseries Limited is one of 152 nurseries run by Teddies Childcare Provision Limited. It opened in 1997 and operates from a two-storey purpose built building in Brentford, within the London Borough of Hounslow. There is no lift available. The nursery is open each weekday from 8am to 6pm all year; however, care may be provided between the hours of 7.30am and 7pm by prior arrangement. The nursery offers care to children aged from three months to five years. There are three base rooms: Baby Care for children aged three to 24 months; Little Learners for children age 24 to 36 months and Pre-school for children age 36 to 50 months. There are currently 56 children on roll. This includes children with special educational needs and/or disabilities and children who are learning English as an additional or dual language. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 staff employed to work with the children. The manager has a foundation degree, and 11 staff hold qualifications at level 3, in early years. The provider employs a full time cook.

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

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

- strengthen children's fluency in their home languages through a variety of activities and experiences
- strengthen outdoor play and learning experiences for children so that these match the good quality provided for children indoors.

### Inspection judgements

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

Staff's knowledge of the seven areas of learning is secure. The nursery playrooms are very well equipped and presented. Staff take great pride in creating exciting play areas that inspire children's creativity and critical thinking skills. They make generally good use of open-ended questioning and provide, overall, a good range of adult-supported activities, such as cooking and gardening. However, their enthusiasm and skill for creating exciting and challenging play and learning experiences for children indoors is not consistently reflected in their planning for outdoors. Staff take toddlers and pre-school age children on trips, for instance to the shops, park and to watch the canal boats passing by. However, they do not routinely take babies out into the community, which reduces opportunities to help them make sense of their immediate world.

Staff complete regular and precise assessments on children. This includes the statutory progress check on children age two years. These accurately highlight children's successes and areas where further support is needed. The nursery's special educational needs coordinator supports staff and parents in securing any necessary early intervention, such as with speech and language therapists. The nursery supports a high number of children learning English as an additional language or dual language. These children make good progress in their learning of English. Staff ask parents to provide a list of key words in children's home languages to help them settle in to nursery. However, staff miss opportunities to promote the home languages of children to actively support their bilingual progress. For example, staff teach children a wide range of songs and rhymes and the nursery is well equipped with tape recorders and story compact discs. However, these are not available in some children's home languages, which reduces opportunities for them to use these languages in play.

Children are very well encouraged and supported by staff to develop good pencil control. Babies have fun handling malleable materials and objects such as sticky dough and squeezable play fruit. They exploit baskets of everyday objects that look and feel different and make marks with their hands in stiffened cornflower. These activities help babies develop hand strength. Toddlers use crayons and chalks and practice finer physical skills, such as using pegs and tongs. Staff successfully help pre-school children to understand that print carries meaning and to write with a purpose in mind. For example, staff provide for children to record temperatures and write prescriptions in hospital role play. Children put on plays for parents and send out carefully designed and written invites. Children learn to recognise, and write their names and link letters to sounds through fun games that staff organise. Children enthusiastically apply mathematical skills because staff incorporate challenges into creative play that links with their interests. For instance, children use a spirit measure when playing 'being a builder'.

Babies and toddlers have good opportunities to act out their real experiences because both rooms have very realistic role play home corners. They pretend to make dinner and put dolls or themselves to bed. Staff join in children's play encouraging their speech and language. Children use computers, printers, cameras, programmable toys, torches and light boxes to support their learning and investigations in all areas. Staff demonstrate how to do things so that children do it for themselves next time. For example, children learn how to make balls move on their own by running a magnetic baton underneath the table so that the magnets connect. They learn about nature through first hand experiences, such as feeling the skin of reptiles, holding small animals, and observing creatures when expert animal handlers visit the nursery. Children learn about old and new when visitors come to share their childhood photographs and experiences. Children know, for instance, that their nursery used to be a school for canal boat children.

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

Staff establish a strong and trusting relationship with their key children and parents. They show a strong sense of belonging security in the nursery. Staff help children to settle in to

nursery life very well through a gradual separation process from their parents. This process involves children and parents beginning to visit for play sessions six weeks before they start. Staff ask parents for photographs of children's families which they laminate and make into fobs which are left all around the room. New children find this reassuring and the photos encourage children to talk about their families. Children are helped to prepare for room moves by their key person who takes them for play visits. Staff plan a range of activities during the summer term to prepare older children for starting school. The finale to nursery life is celebrated with the organisation's trade-mark 'graduation ceremony'. This is exciting for children and makes them feel very important. There are good procedures in place for ensuring that babies' established home sleep routines are continued within the nursery. Staff soothe babies to sleep in comfortable cots and carry out physical checks on them every ten minutes. Babies are always within sight and hearing of staff.

The nursery promotes good health very well. Staff and parents communicate closely with each other and the nursery cook throughout the weaning process to avoid allergic reactions. Children enjoy the home-cooked meals which are carefully planned to ensure they are nutritionally well-balanced. Preschool children serve themselves competently, scrape their plates, separate their cutlery and help clean up afterwards. There are rigorous procedures in place to prevent accidental consumption of foods children are allergic to or must not have due to religious reasons. Every child has a colour coded placemat with their name on and matching plate. Preschool children understand what these colours mean so are able to help protect themselves and each other. Children learn how to put each other into the recovery position through demonstrations by medics who visit the nursery. They have great fun observing the inside of bodies by looking at real x-rays brought in by parents underneath the light box. Children engage in a good range of physically active play, such as dancing. They learn to ride bikes using pedals and when they go to the park, to climb challenging apparatus.

Staff make good use of role play to teach children about safety. They practice the green cross code using a Belisha beacon and pelican crossing. They learn to recognise safety signs such as 'keep out' when they play being 'a roadside worker'. 'Candy floss', the nursery soft toy zebra is used by staff to promote safety. Sometimes he sits near activities to remind children when they need to be careful and sometimes he goes home with children to see how safe their home is. Preschool children show kindness towards each other. Staff role model, and encourage children to use, common courtesies. Overall, staff manage children's behaviour effectively and, in the main, very sensitively. Staff read children books that deliver moral messages to children. Some staff are trained to use specialist puppets to act out a social problem and then challenge children to solve it.

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

Management has good knowledge and understanding of the welfare and learning and development requirements. The premises are secure and presented to a high quality. Comprehensive risk assessments are carried out on the premises, for outings and in relation to individual children. Staffs vigilance reduces accidents. Procedures for recruiting

and vetting suitable staff are robust. For example, references are interrogated and a Disclosure and Barring Service check is completed before staff start working with the children. This inspection was brought forward due to a notification from the provider regarding the suitability of, or an allegation made against, a member of staff. The provider followed her safeguarding policies and took prompt and appropriate action to continue to protect and promote the welfare of children. Management and staff are very clear about their responsibility to act on any concerns about children's welfare and for responding to allegations against staff. There are rigorous and well implemented procedures in place. Staff monitor children's welfare closely and know what procedure to follow if they are concerned about a child or colleague's practice. Management monitors the quality and effectiveness of teaching practice well overall. There are clear procedures in place for managing staff performance and dealing with any underperformance. Staff have a yearly appraisal. This identifies a performance development plan, that includes training needs and which is reviewed in planned one-to-one supervision meetings throughout the year. Staff complete regular training and this helps to improve practice and the outcomes for children. For example, some staff have attended specialist training for supporting children's personal, social and emotional, and communication and language development. All staff complete training on behaviour management, safeguarding, health and equal opportunities.

Management shows a strong commitment to driving improvement. Although staff have not achieved full success in targeting their priority for improving planning for outdoor play, they are rigorously pursuing this. For example, they now loan large scale resources from an external company who visit bi-monthly and demonstrate to staff how to use them. However, staff do not consistently put the same level of enthusiasm and creativity into their planning for outdoors as they do indoors. Management has, however, been successful in improving the quality of assessments staff complete on their key children. Management monitors staff's planning for individual children well overall.

The whole team works very hard to maintain strong partnerships with parents. For example, the cook runs a 'kitchen conference' once per month for parents. Parents greatly appreciate the advice she gives, for example, on budget cooking, menu ideas, weaning and for overcoming issues with 'fussy eaters'. Management organises social events for parents where they are introduced to play ideas. Parents are provided with a weekly newsletter advising them on childcare issues. For example, in preparation for Christmas, parents are reminded of the potential dangers of fairy lights, to check smoke detectors, and to check toys before buying them to ensure they are not counterfeit and dangerous. Parents meet with their children's key person regularly and are actively involved in reviewing and planning for children's progress. Parents hold the nursery team in high regard. They describe how well staff help new children to settle in and what good progress they make in their learning and development. Parents are well informed about the nursery policies and procedures, including how to make a complaint. Management is very proactive in seeking the views of parents and acting on any concerns.

There are well established procedures in place for working in partnership with external agencies, such as speech and language therapists and the schools children transfer to. The team demonstrate good capacity to sustain ongoing improvement.

### **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	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>	116191
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	940935
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	72
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	02/04/2013
<b>Telephone number</b>	020 8847 3799

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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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