

# Teddies Nursery

Hospital Grounds, Rochdale Road, Oldham, Lancashire, OL1 2BA

<b>Inspection date</b>	11/04/2014
Previous inspection date	10/08/2009

<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		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

- Children are happy and they make good progress in their learning across all areas of development. Practitioners observe and assess children's stage of development and effectively use this information to plan for their individual needs.
- Practitioners work effectively as a team to meet the individual and group needs of children. Consequently, children benefit from secure attachments that promote their emotional well-being.
- The very effective safeguarding policies and procedures are understood by all staff ensuring children are safe and well-protected at nursery.
- Leadership and management are effective and practitioners evaluate and constantly improve the provision so that children receive improved learning experiences.
- Partnerships with parents are strong. As a result, regular information is shared to meet children's individual needs.

### It is not yet outstanding because

- There is scope to enhance opportunities for younger children to lead their own play and pursue their own interests.
- There are opportunities to strengthen professional development by introducing peer observations to provide sharply focused evaluations of the impact of practitioners practice.

## 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 activities in four rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of practitioners working in the nursery and a range of other documentation.
- The inspector also took the views of parents and carers spoken to on the day.

## Inspector

Lynn Byrne

## Full report

### Information about the setting

Teddies Nursery was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of the Royal Oldham Hospital in a purposes built, single storey building and is managed by Network Nurseries Limited. The nursery is open to both the public and National Health Service Trust with children attending from both sectors. The nursery has its own secure outdoor space, which has a separate sheltered area.

The nursery employs 21 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status and one practitioner holds Qualified Teacher Status.

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 86 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 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:

- provide more opportunities for younger children to learn through leading their own play and pursuing their own interests
  
- introduce peer observations to strengthen professional development by continually improving strong practice.

### Inspection judgements

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

All children benefit from a good quality educational programme that effectively promotes learning in all areas. Practitioners have a good knowledge of the Early Years Foundation Stage and effectively observe and assess children as they play and learn. This provides practitioners with information to plan individual activities based on the interests and needs of the child. For example, babies are provided with opportunities to explore using their senses in a mixture of flour and water. Practitioners model new words, such as 'squeeze' and 'squash' to develop children's ability to express their ideas and support language development. Practitioners support and extend children's interests when planning activities. An older child's curiosity of planets leads to a variety of activities to explore and

investigate the solar system. Large wall displays show examples of children's work, such as, model planets, pictures of rockets and astronauts. This supports personal, social and emotional development as they proudly share their work and new knowledge.

Practitioners manage assessments through a tracking system to ensure all children are making progress from their starting points. Trackers are monitored by the manager to assess if additional support is needed to close the gaps in learning for groups of children or if provision needs to be adapted. For example, a book area was enhanced with a tent to encourage more children to access it independently. Children benefit from a selection of good resources and are encouraged to choose for themselves to develop their decision making and independence. However, there is scope to enhance opportunities for younger children to support them to lead their own play and pursue their own interests.

Practitioners keep parents well-informed about their children's progress through daily communications with their child's key person. Advice slips are also used for children under the age of two to report on sleep patterns, nappy changes and a food diary. Regular parents' evenings provide summaries of their child's progress and opportunities for all parents to visit the nursery outside of opening hours. Practitioners encourage parents to support and complement their child's learning at home by sharing nursery resources, such as story sacks and games. As a result, partnerships between parents and their child's key person are strengthened as they work together to support and develop skills for the next stage in learning and in readiness for school. For example, children's learning journals have samples of work from home, such as writing their name and numbers.

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

Children's emotional well-being is effectively promoted throughout the nursery. A well-established key person system ensures all children benefit from strong attachments. The caring and supportive environment helps children to feel safe and secure, which provides a good foundation for their general well-being and independence. Parents know who their child's key person is and work together with them to ensure close bonds are formed. For example, children are introduced to the nursery through settling-in sessions where the key person will obtain information from parents regarding their child's routines, interests, likes, dislikes and current level of development. This informs the key person of children's individual needs and starting points and so fun, challenging activities and opportunities based on children's interests and development can be planned for from the start of their placement. Practitioners are good role models and have high expectations of all children. For example, children are encouraged to say 'please' and 'thank you' throughout the day and consequently, children respect one another, fostering a caring and supportive environment.

Practitioners promote a healthy lifestyle through various activities. For example, a sports coach visits the nursery to lead physical development sessions, which provides children with opportunities to develop their understanding of the importance of exercise. Children are able to gain an understanding of risk as they explore the outdoor environment. They are offered a wide range of healthy and nutritious meals that are prepared at the hospital

and the nursery has been awarded with a Healthy Eating Award from Oldham Council. Older children pour their own drinks and serve themselves at mealtimes providing opportunities to promote independence.

Children are well supported and emotionally prepared for the next stage in their learning and school. A transition document is prepared by the key person to provide information on the child's current likes, people that are special to them, comments from the child and their parents and a copy of their most recent report. This provides the new key person with information to help support children to settle quickly. Transitions within the nursery are guided by the child's individual needs and information from parents. For example, one parent reported how her child's move to the next room was delayed until more visits had given the child the confidence they needed to feel safe and secure. Teachers are invited into the nursery to observe children at play and to share children's learning journal and Early Years Outcomes trackers. Practitioners also prepare children with stories and make books about their new school using photographs of the building and new teachers. Consequently, children are well-prepared, excited and feel confident when moving to school.

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

Children are cared for in a secure and safe environment, both indoors and outdoors. Daily risk assessments and safety checklists are carried out to effectively reduce the risks of accidents occurring. All practitioners have thorough knowledge of the safeguarding policies and procedures and are confident in their knowledge of how to identify any concerns and who to report them to. After a recent safeguarding audit a record of events file has been introduced to record any significant events that could have an impact on a child, for example, a change to their family circumstances. Practitioners are vigilant in their observations of children and record existing injuries and monitor children's health and well-being. The effective recruitment procedure ensures that all practitioners are vetted for their suitability, qualifications and experience, which ensures children are kept safe. There is a comprehensive induction system within the nursery which all new staff are required to work towards. After a three month probationary period practitioners are assessed on their quality of work and to ensure they fully understand policies and procedures to meet all children's learning and development needs to certify their suitability to teach and care for children.

Leadership and management is well-organised. The manager monitors assessments and planning through regular supervisions and is planning to implement peer observations, in order to improve teaching further. Practitioners are supported by the manager to extend their professional development and attend regular training courses. The impact of the training is assessed by the manager and changes to practice are implemented to continually improve provisions for children. For example, after a practitioner attended training on the unique needs of babies a black and white sensory area was added to the baby room. The manager and practitioners work very well as a team and are motivated to improve on their practice to provide good quality care and learning for all children. They

work together on an action plan to achieve this and include the views of parents and children. Parents' opinions and suggestions are gained through a comments book, questionnaires and suggestion box.

Partnerships between practitioners and parents are very positive. Parents spoken to comment on how helpful and friendly the practitioners are and how relaxed they feel about sharing information, for example, one parent reports how her child's interest in recognising numbers has been incorporated into their individual planning of activities. Partnership working with external agencies and professionals, such as local authority special educational needs support are very effective in ensuring children are well supported when required.

## 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>	508105
<b>Local authority</b>	Oldham
<b>Inspection number</b>	855571
<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>	56
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Network Nurseries Limited
<b>Date of previous inspection</b>	10/08/2009
<b>Telephone number</b>	0161 652 7156

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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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