

# Teddies Nurseries Limited

The Old Chapel, Evershed Walk, Chiswick, London, W4 5BW

## Inspection date

30/04/2014

Previous inspection date

03/04/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

1

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

- The care practices throughout the nursery are excellent. A highly effective key person system enables children to develop high levels of confidence.
- Staff fully understand and follow the nursery's child protection and safeguarding policies and procedures to keep children safe.
- The self-evaluation systems are strong, enabling managers to identify and be proactive about improvement.
- Children use a rich and exciting learning environment, which promotes play and exploration very well. Therefore children learn to be active learners.

### It is not yet outstanding because

- At times, the organisation of some group activities in the toddler room does not fully maximise learning opportunities because the groups are too large.
- Management do not always provide new managers with relevant safeguarding information about the children attending the nursery to inform future practice more effectively.

## 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 had a tour of the premises and sampled a range of documentation.
- The inspector met with the manager, agreed a timetable for the day and discussed the nursery's safeguarding policies and procedures.
- The inspector observed children's activities indoors and outdoors.
- The inspector took account of the views of the parents.
- The inspector carried out a joint observation with the manager.

## Inspector

Carolina Montesinos

## Full report

### Information about the setting

Teddies Nurseries Limited registered in 1999. It is one of 205 nurseries run by Bright Horizons Family Solutions. It operates from four playrooms in a two-storey building, situated in a residential area of Chiswick, in the London Borough of Ealing. The nursery is open each weekday from 8am to 6pm, 51 weeks of the year. All children share access to an enclosed outdoor play area. There are currently 91 children aged under five years on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children who speak English as an additional language. The nursery employs 17 staff, including a cook and an administrator. Of these, 14 staff, including the manager hold appropriate early years qualifications. The manager is qualified at level 6. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- further develop the organisation of group activities in the toddler room to maximise the learning, for example by reducing the number of children participating in adult-led activities
- enhance the handover processes to ensure new managers always have access to relevant safeguarding information about the children attending the setting.

### Inspection judgements

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

Children's enthusiasm for learning, and the levels to which they succeed, is enhanced by staff who have a good knowledge of the Early Years Foundation Stage and a strong understanding of how children learn. The indoor and outdoor environments are well organised into areas of continuous provision linked to the seven areas of learning. Children learn through exciting, purposeful and challenging activities. As a result, they make good progress in relation to their starting points, including those children whose starting points are below expected levels for their age. Staff are positive and enthusiastic and this has a positive impact on children's motivation and enthusiasm as they learn and play. For example, children eagerly enter the outdoor space and excitedly rush towards the activities and resources that interest them. Children play with a wide range of interesting and good quality resources to promote their natural curiosity and develop their exploratory skills. For example, they investigate the properties of water, sand and other play materials.

Staff place a high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them extremely well for the next stage in their learning. For example, staff teach children to cooperate with each other and share and take turns as they play. They demonstrate their learning as they play harmoniously together and swap resources. Staff are particularly skilled at helping children to develop communication and language skills and participate in the 'Every Child a Talker' programme. Therefore they provide opportunities for children to participate in speaking and listening activities. Staff also use open-ended questions to help the children express their ideas and clarify their thoughts in one-to-one interactions and group activities, such as when they read a story. Children confidently chat to staff and each other and can use language to recall past events and talk about their home and family at meal times. Additionally, staff provide children with a wealth of opportunities to develop their large muscle control, both indoors and outdoors. For example, they ride wheeled toys, use adequately challenging climbing equipment and develop good coordination skills as they throw basketballs into the hoop.

Staff know the children very well and look at the individual needs of the children in order to adapt their practice to support their learning. They observe and listen to children carefully so they know when to intervene in order to extend their opportunities for learning and make accurate assessments, which inform planning for their next steps. This demonstrates the quality of teaching in the nursery is strong. However, occasionally the organisation of some group activities in the toddler room does not fully maximise learning opportunities because the groups are too large. As a result some children lose interest and so do not benefit from these learning experiences.

There is good two-way communication between the home and the nursery; this strengthens the relationships within the nursery and ensures children receive all the support they need to make progress and enjoy learning. Staff consistently encourage parents' contribution in order to assess and support their children's learning. This information enables staff to accurately complete the required progress checks for two-year-old children. Parents receive information about their children's learning through verbal feedback, regular written summaries of their progress and parents' meetings. As a result, they are fully informed of their children's development.

Staff value children's opinions and ideas and encourage children to solve problems in a small group or independently as they help set the table for tea. Children look at the place mats and work out who is in, who is not and how many places do they need. This means children become independent, develop thinking skills and are emotionally prepared for change. Furthermore, reception class teachers are invited to visit the nursery to get to know the children and share their learning and development, which effectively supports children with the transition to school.

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

Children benefit from a rich and highly stimulating learning environment. Staff provide a mixture of child-initiated and adult-directed activities, which support children's overall learning and development and promote their individual choices. Staff use a wide range of resources and activities to promote diversity and celebrate cultural differences effectively. All children are happy to participate in activities and become engaged in play. As a result, children's creativity, language and confidence are being effectively promoted and children develop motivation and demonstrate characteristics of effective learning.

The highly effective and well-established key-person system means that children form exceptionally secure attachments and their emotional well-being is consistently supported. Children are looked after by loving, caring staff who intuitively understand and respond to their physical and emotional needs. They are cuddled and comforted if upset and spend quality one-to-one time with their key person engaging in activities, such as singing or feeding babies at meal times. This enables children to feel extremely safe and secure within the nursery. Consequently, this has a significant and positive impact on their learning and development.

Staff greet and welcome children and their parents warmly into the nursery. Consequently children feel valued and cared for, and relationships with parents are very strong. Staff sensitively and carefully plan the arrangements for supporting children as they settle into the nursery and move between nursery rooms with parents. They comprehensively gather and exchange information with parents about children's likes, dislikes, routines and favourite activities. As a result, children very quickly adapt to the new environments and daily routines and confidently form new friendships. Therefore, staff successfully prepare children for the next stages in their learning and meet their needs exceptionally well.

Children purposefully learn about the importance of a healthy diet as staff talk to them about the foods they need to eat to help their bodies grow and give them energy through their daily activities. For example, children discuss being healthy at teatime and talk about the importance of eating their food and doing exercise in order to grow and have 'big, big muscles'. Regular access to the outdoor play area and physical activities indoors help children to learn about the importance of fresh air and exercise. Cosy areas within the indoor environment give children excellent opportunities to rest and relax and play quietly. Their good health and self-care are securely embedded as they attend to their personal needs. For example, children become increasingly independent as they wash and dry their hands, pour their own drinks and manage their personal needs in readiness for school. Staff role model extremely good hygiene practices and ensure that surfaces, floors, resources and equipment are maintained and cleaned to a very high standard. As a result, children's health and hygiene are successfully promoted, which in turn has an immensely positive impact on their physical and emotional well-being.

Staff have a consistent approach in dealing with the occasional incident of unwanted behaviour; they use gentle voices and give children meaningful praise. This enables children to follow good examples and therefore, children's behaviour is excellent. All staff have a thorough understanding of how to act quickly to help protect children from harm. Staff prioritise the safety of the children as they complete daily checks of the premises and follow policies and procedures for safeguarding children consistently. They listen to children carefully and know what to do and who to contact if they are concerned about a

child. This promotes the welfare of the children attending effectively. Children systematically learn about safety because staff help children understand what is safe through their routines. For example, the staff introduced a friendly character called 'Candy Floss' who reminds children about being safe when using knives to cut fruit for snack. At the same time, staff allow children to take risks. Staff demonstrate how to use the large climbing equipment and supervise children's play well. In addition they also give children the space they need to explore and drive their own learning. Therefore, children develop exceptionally high levels of self-confidence and increasing control over their movements, which prevents accidents.

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

The manager has a robust understanding of the learning and development requirements; the planning and assessment systems ensure there is a broad range of learning experiences available to all children. The manager is involved in the day-to-day running of the nursery and spends time in the rooms on a regular basis. As a result, they are able to monitor the provision closely and support the staff who deliver the Early Years Foundation Stage well, fostering children's learning towards the early learning goals.

The enthusiastic staff team work well together to support children's individual needs. They are well organised, communicate well with each other and provide good quality care and learning that benefit children and their families. There are robust systems in place for monitoring children's progress, which enable staff to target and support the specific needs of the children. They quickly identify any area where individuals or groups of children may be making less progress than others to narrow potential achievement gaps. The leadership of the nursery use their skills and knowledge to ensure they address these areas quickly, including through the use of effective partnerships. Therefore, children develop at expected levels based on their starting points and are being effectively prepared for school.

The provider is supportive of staff's professional development and offers opportunities for them to further their training and qualifications. This has a positive impact on the outcomes for children. There is a new manager in place who is building on the nursery's detailed action plans to identify priorities and targets for future improvement. The nursery receives support from the local authority's early years team and the company's advisors who conduct regular audits of the nursery to help raise standards and drive improvement further. The manager is proactive in responding to feedback, for example, reviewing safeguarding policies and the nursery's self-evaluation form with staff. This shows a strong focus on the continual development of the provision. However, management do not always ensure there is a good exchange of safeguarding information about the children and history of the nursery with new managers to inform future practice more effectively. Nonetheless, the manager has a strong drive for development and addresses any issues promptly. Additionally, as children move on to school the manager seeks out making links with the schools they go to in order to ensure a smooth move for the children.

Staff have a good knowledge and understanding of how to protect and safeguard all children. They maintain all required records appropriately and policies and procedures are known by all staff and implemented consistently. They have attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for concern. Therefore they are prepared to deal with any concerns they may have about the children promptly and appropriately to help keep them safe. An effective and detailed set of risk assessments and daily checks of the indoor and outdoor environment ensure that children can learn and play safely. There are rigorous processes for the recruitment, vetting, induction and supervision of staff, ensuring their suitability to work in the nursery with children. This means that children remain safe and protected. Staff's ongoing suitability and quality of teaching are monitored through supervision, appraisal and a programme of professional development training to address underperformance and increase staff skills.

Parents are seen as partners and they speak highly of the staff team. There are well-established and ongoing partnerships with other professionals health professionals and local schools. This means that there is a unified approach to help children learn and achieve. The good systems for early intervention in place ensure all children access the support they need and any gaps in their learning are closing.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	118130
<b>Local authority</b>	Ealing
<b>Inspection number</b>	912786
<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>	75
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	03/04/2012
<b>Telephone number</b>	020 8995 4766

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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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