

Teddy Bear School House Nursery

51 Mayola Road, Clapton, London, E5 0RE

Inspection date

22/07/2014

Previous inspection date

23/11/2010

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

- A good key worker system exists, enabling a positive relationship between staff, children and parents.
- Staff provide activities and resources that are stimulating and engaging for children, meaning children enjoy their learning.
- Staff have a good knowledge of how children learn to support their learning and development. Therefore, children make consistent progress.
- The manager and provider have a well-developed system in place to monitor staff's planning and assessment of children. This means that staff are able to consistently provide challenging and interesting activities.
- Staff are good role models and use consistent behaviour management techniques. This helps children to learn to manage their own behaviour.

It is not yet outstanding because

- Staff do not always fully extend children's learning by using good questions to help children make connection between different parts of their life experience.

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 participating in activities and staff interaction with children.
- The inspector conducted a joint observation with the nominated person.
- The inspector sampled the provider's documentation including children records, policies and procedures.
- The inspector talked to members of staff and held discussions with the manager and nominated person.

Inspector

Patricia Tagoe

Full report

Information about the setting

Teddy Bear School Nursery registered in 2001. It is situated in the London Borough of Hackney and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two branches of Teddy Bear School nurseries. It operates from a converted house and is open from 8am to 6pm every weekday throughout the year. Entrance to the house is on the ground floor and rooms for children are located in the basement, ground and first floor, all accessible by internal flights of stairs. There is no lift. Children have use of an enclosed outdoor area. Currently, there are 40 children attending in the early years age. . The nursery employs 14 staff, of whom 10 work directly with children. Nine members of staff have a level 3 childcare qualification. The setting is in receipt of funding for the provision of free early education for two-year-olds.

What the setting needs to do to improve further

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

- further develop staffs confidence in using good questioning techniques to enable children to develop and extend their learning.

Inspection judgements

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

Staff provide stimulating resources and equipment for children that promote skill development in all areas of learning. These resources provide good opportunities for children to use their imaginations during play. Children enjoy developing their physical skills as they enjoy activities, such as threading and shape building. During these activities, children show good hand and eye coordination and fine motor skills. Children have well-developed physical skills and enjoy using their large muscles and being active during outdoor play. Staff provide children with ample opportunities to be creative and children enjoy using resources such as crayons, glue and paper. These activities also support children to develop fine motor skills to prepare them for writing at school. Children enjoy learning to count in their play, as they count objects for a purpose. Staff use number language frequently as they talk to children, which helps children to develop an awareness of shapes and sizes. For example, staff encourage children to make 'bird cages' from foam sheets, using number language, such as can you find the long rectangle. Staff provide opportunities for children to learn about the world around them with outings to the local park and zoo. These outings provide stimulating learning experiences for children. Staff plan a further range of activities once back at the nursery to further extend children's learning and knowledge. Photographs of the trips displayed around the nursery encourages children to remember their day. This helps to develop children's speaking skills, as they frequently chat with staff about their memories of the day. Staff involve

themselves in children's play and have positive interactions with children. Children listen attentively and are able to follow instructions from staff. Staff talk to children constantly during their play to develop their communication and language skills well. However, sometimes, staff ask questions requiring a yes or no answer. Therefore, staff are not consistently extending children's learning through making connections between different parts of their life experiences. A good key person system is in place that enables staff to share information verbally with parents. This helps to share information about children's learning and development. Consequently, parents are able to continue to support their children's learning at home. This also enables parents to share any observations or interests they have seen at home, which staff can include in planning. Staff regularly observe children to find out their current skills and abilities. They use this information along with details parents supply to monitor children's progress. Staff then plan activities and experiences for children which provide good levels of challenge and help them to make consistent progress. Staff review children's development when they are two-years-old to identify their stage of learning to share with parents and other professionals. This enables them to address any gaps in children's learning promptly. Staff teaching methods, such as modelling language and demonstrating and encouraging children are consistently good, resulting in children making good progress.

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

Children enjoy their time at the nursery, as they have good relationships with staff who know their individual needs well. Staff have positive relationships with their key children which supports their personal, social and emotional development. Time spent at the beginning of each new care arrangement enables staff to gather all relevant information about children's likes and dislikes and current skills and abilities. This enables staff to plan accordingly to meet children's needs. Staff use positive words and praise to encourage children to behave well. Staff are consistently good role models and explain gently to children why certain behaviours are unacceptable. For example, running indoors. This helps children to learn to manage their own behaviour and be considerate of those around them. Staff help children to be emotionally prepared for their move to school by introducing school life gradually. For example, they take children on visits to the local school to help them become familiar with their new surroundings. This helps children to feel confident and excited about their move to school. Staff prepare assessments reports on each child who is going to school, which helps the teachers to become aware of children's skills and abilities. Staff encourage children's awareness of leading healthy lifestyles. Staff offer children healthy, balanced snacks and meals, which are freshly cooked on the premises daily. Information gathered from the parents enables staff to meet individual children's dietary requirements. Staff encourage older children to help themselves to water regularly, especially when it is hot. Younger children have access to their individually named beakers, which helps to minimise the risk of cross infection. Staff carry out appropriate food hygiene practices as part of the daily routine to support children's well-being. For example, they wear aprons and gloves when serving food to minimise the risk of cross infection. Staff take children outside every day, spending as much time in the garden as the weather will allow. There is a canopy over some of the garden, which enables children to play outside in the wet weather. This also provides

some shelter from the sun. The range of outside play equipment is good, which enables children to develop their physical skills and enjoy playing in the fresh air. This supports their good health and well-being. Staff ensure children are dressed appropriately for activities and weather conditions to support their well-being. For example, they apply sun cream to the children and remind them to wear their sunhats. This helps children to develop an understanding of the effects of the weather. and raises their awareness of some potential hazards, such as playing outside in the hot sun.

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

The manager and provider demonstrate a good knowledge of the safeguarding and welfare requirements and are aware of their responsibilities to protect and safeguard children. The required documents, including policies and procedures are in place to inform staff and parents, and promote a consistent approach throughout the setting. Safeguarding training for staff ensures they all know how to recognise potential signs and symptoms children at risk may display. Staff have a thorough knowledge on how to deal with issues relating to safeguarding and are aware of procedures to follow if they have concerns about children in their care. Risk assessments and daily checks are in place to monitor the environment and minimise any potential hazards to children. The manager and provider demonstrate a good understanding of the learning and development requirements to support children's progress towards the early learning goals. They have changed the planning of the educational programme to provide a broader range of interesting learning experiences. Planning meetings take place on a regular basis to support this. This demonstrates their commitment to improving practice to benefit all children's learning, development and support their progress. The manager checks the children's learning journals regularly to help monitor the quality of the observations and assessments staff carry out. This helps to ensure that staff are able to plan challenging activities to support all children to make consistent progress. A strong induction procedure is supportive to new staff. They have regular meetings with the manager to ensure they are aware of the setting's policies and procedures. This ensures that children receive a good learning experience by all staff. Regular supervisions and appraisals supports staff continual professional development and enables them to request additional training to enable them to further their qualifications. The manager regularly observes and monitors of staff practice and provides feedback to set targets for improvements. This ensures that all children have the opportunity to achieve and make the best possible progress, with intervention if needed. The manager and provider use self evaluation to monitor the effectiveness of the educational programmes and environment they provide. They seek the views of the staff during staff meetings and encourage parental feedback. Parents are able to put forward their views through verbal feedback or on the questionnaires, which they are sent. Staff also talk and observe the children to enable their views to be included. This means that any plans for improvement are responsive to the needs of the children, parents and staff and supports the continual improvement of the nursery. Partnerships with outside agencies and professionals, such as health visitors, teachers, and the local authority staff are effective. The setting interacts positively with all concerned. This helps them to seek support and guidance to help children with special educational needs and/or

disabilities to make consistently good progress. The staff encourage parents and the health visitors to attend health reviews, which enables parents, staff and the health visitors to discuss individual children's needs. Therefore, tailored educational and support plans can be put in place. The staff support children who learn English as an additional language. They ask the parents for key words in children's home languages, which they can use to help settle new children into nursery. Staff have good relationships with the parents. They invite them into the nursery to attend parents evenings and special celebrations, such as children's graduation ceremonies. This enables parents to be involved in their children's learning and development.

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

Unique reference number	EY236087
Local authority	Hackney
Inspection number	847005
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	40
Name of provider	Teddy Bear School House Nurseries Ltd
Date of previous inspection	23/11/2010
Telephone number	020 8985 6486

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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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