

# Teddies Nurseries Limited

10 Chequers Road, Basingstoke, Hampshire, RG21 7PU

<b>Inspection date</b>	19/08/2014
Previous inspection date	10/10/2008

<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		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

- Staff have a good knowledge about each child's learning and development, and use effective teaching strategies to help children make good progress in their learning and development.
- Children's safety within the nursery is a high priority and staff use a wide range of activities and resources to support children's growing understanding of how to keep themselves safe and healthy.
- Parents and carers are particularly well informed and partnership working with parents is strong, supporting children's learning, development and well-being.
- Leadership and management of the nursery are keen to support all staff to strive towards further improvements across the nursery.

### It is not yet outstanding because

- Systems to evaluate the progress of different groups of children are not always clear enough to help all children reach their highest levels of achievement.
- Staff are sometimes unaware of the training opportunities available to help them reach their full potential as inspiring teachers and role models.

## 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 a wide range of activities across all areas of the nursery, and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, and health and safety; she also checked a selection of other policies.
- The inspector sampled a range of children's records, and the nursery's systems for planning, evaluation and exchange of information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a brief joint observation with the acting deputy manager.

## Inspector

Helen Robinshaw

## Full report

### Information about the setting

Teddies Nursery Limited registered in 2004. It is one of a chain of nurseries run by Bright Horizons Family Solutions. It is situated in the centre of Basingstoke in Hampshire. The nursery operates from a large Victorian house. Four suites of rooms meet the needs of different age groups and children have access to a secure outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery serves families from a wide geographical area, as parents travel in to Basingstoke to work.

The nursery is open each week day from 8am to 6.30pm for 51 weeks of the year. It also accommodates parents who seek an earlier start or later pick-up time. Children may attend for a variety of sessions or for the whole day. There are currently 112 children aged from three months to five years on roll. The nursery supports a small number of children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

The nursery employs 23 staff including the manager; of these, 16 hold appropriate early years qualifications at level 3 or above. One staff member is working towards an early years degree. The nursery also employs a full-time chef.

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

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

- strengthen systems for evaluating progress across different groups of children, to maintain and demonstrate the highest levels of achievement for each child
- strengthen the promotion of training opportunities at all levels, to enhance professional development and inspirational teaching.

### Inspection judgements

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

The nursery is good at meeting the needs of the range of the children who attend because staff and their managers work hard to deliver high standards of education and care. Staff create exciting opportunities to support children's learning and development in each of the four units. In the baby unit, staff vary toys frequently so that babies discover different ways they can make things happen. For example, babies learn to push buttons, press levers, shake noise makers and roll toys. Staff arrange spaces to help babies as they learn

to crawl, pull themselves up and walk. Even at this young age, staff guide children towards new challenges as they discover the joys of safe messy play, the natural world and being with friends. Babies are happy and well stimulated, and their learning and care needs are well met.

Staff in 'Little Learners' also present the toddler group with interesting and challenging experiences to enhance all areas of their learning and development. Their enthusiasm for planning new activities is mixed with high expectations in developing children's knowledge of the world. For example, staff freeze different colours of paint in shaped moulds. As children move the coloured shapes over a large expanse of paper, they learn about mixing colours and the changes that occur as the ice melts. The quality of teaching across the nursery is consistently good and sometimes exceptionally good. Consequently, children actively enjoy learning.

Staff know the children in their care well. Each child has a key person who monitors their progress closely. Staff routinely observe children's interests and current skills, and record these in their 'learning story' books. Parents see and add their own photographs and notes to these books, as often as they wish. A current achievement and 'next step' for each child is clearly displayed in the relevant teaching room. This is a highly effective way for staff and parents to celebrate children's successes as they occur. It also helps parents and staff to use everyday activities to help children develop their next level of skills. This is a dynamic process, with staff constantly reviewing children's new interests, celebrating achievements and helping them add a little more to their ideas and understanding. Consequently, children make good progress in their learning and development.

Staff working with the older group of children in the 'Learning Centre' are also skilled at extending children's learning through a wide range of hands-on experiences. Staff mix children's time for free play, being imaginative and exploring their own interests with group activities. The staff planning board is constantly changing as children's next steps move from one area of learning and development to another. This level of monitoring enables staff to notice any gaps or delays in children's learning promptly. Staff and parents then focus on what is needed to help children acquire the skills they need for the next steps in their learning and for school. Staff work closely with external agencies to ensure they deliver any additional help that children require.

Where children are learning English as an additional language, staff and parents work together to close any gaps prior to children's moves to school. Staff use a wide range of resources to welcome and settle children with limited spoken English. For example, parents use 'talking tiles' to record a short message in their home language. Children are reassured by both the message and the sound of their parent's voice and home language. Staff also use 'talking tiles' to reassure parents as they hear recordings of their children's first words in English. Staff actively seek out and learn to write and say words and short phrases in different languages. They prepare special resources to help them, and all the children in their care value the differences between each other.

A wealth of shared information underpins the role of the key person, who provides a secure, reassuring presence as each child settles into the nursery. Parents learn about the systems that support them and their children at the nursery. The key person ensures that all staff are familiar with children's likes, dislikes, needs and preferences. Children of all ages feel happy and secure in the presence of the staff and are therefore more willing to explore and investigate the opportunities available to them.

Staff across the nursery are good role models for children. They provide clear guidance for children on what is acceptable behaviour. Staff in the baby room use rhymes and songs effectively to sooth, distract and redirect children's attention as they group for new activities. When toddlers are challenging, staff create and use characters such as the 'caring camel' and the 'sharing sea turtle' to model and encourage positive behaviour. Staff in the pre-school rooms help children learn to put their frustrations into words, understand how their friends feel and negotiate a positive solution. As a result of staff's clear expectations and patience, the behaviour in the setting is generally good. Children learn to interact with each other in a friendly and cooperative manner.

The Bright Horizon 'Keeping everyone safe' initiative means that staff and children are exceptionally well informed about daily practices to keep children safe. Some parents also appreciate the impact this has on their children's safety awareness at home. Children delight in the adventures of Candy Floss, their toy mascot, who spearheads the campaign to teach them about potential risks and safe behaviour. Pictures and messages from Candy Floss are found throughout the bathroom areas as children are reminded how to wash their hands thoroughly. Staff ensure that taps, soap and hand towel dispensers are plentiful and placed within easy reach. This encourages children to become increasingly independent in the management of their personal hygiene.

Teaching children about good health and hygiene also underpins children's cooking, gardening and scientific activities. With help from Candy Floss, staff teach children how to use equipment safely, tuck their hair away and wear safety goggles. They learn to wipe tables, grow their own vegetables and observe changes as solids and liquids are mixed together. Children learn about the importance of physical exercise as they join weekly ballet and fitness classes. Staff use all these exciting activities to increase children's understanding of how to keep themselves and their friends safe. Children become increasingly independent and are emotionally well prepared for their next steps in new and more challenging environments.

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

The leadership and management team is very effective in securing continuous improvement that enhances children's lives. This is due to their personal commitment, a team of dedicated staff, and the high quality of information prepared and circulated by the managing company. Staff provide children with a broad range of interesting learning experiences and tailor them to meet children's individual needs. Overall, monitoring helps

to ensure children's needs are quickly identified and well met through focused teaching and timely interventions. However, it is not always refined enough to help staff understand the impact of particular teaching techniques on different groups of children. This makes it more difficult for staff to identify what makes them inspirational teachers, and how they can inspire more children towards their highest levels of achievement.

The nursery has a rigorous and effective system for self-evaluation. Managers seek out and include the views of parents, advisors and children as part of this process. This helps them to identify and address their next steps towards improving all aspects of the nursery. When concerns arise, managers complete comprehensive reviews and follow these through with additional staff training. Risk assessments of all aspects of the nursery are routinely reviewed and updated. Managers carry out routine checks to ensure that good practice occurs throughout every day. Staff also develop practical ways to help them, such as systems to monitor ever changing ratios of staff and children throughout the day. This helps ensure that there are always enough staff on hand to meet all the needs of the children.

Staff follow good procedures to help ensure children remain safe within all areas of the premises. Where staff are less confident, managers include further training within staff meetings. These measures help to ensure that procedures to promote children's daily safety are highly effective. Safety within the nursery is also greatly enhanced by the well-presented, informative and practical guidance circulated by the company's team at head office. Highly effective resources for children also help children to take an active role in keeping themselves safe and healthy.

The company produces on-line and distance learning training to further improve the quality of teaching across their nurseries. However, staff do not always know about these possibilities or how they may work them into their career paths. Other aspects of supervision and performance management are very effective across the nursery. Staff complete all mandatory training promptly in many courses focused upon children's individual needs and welfare. As a result, the nursery demonstrates a very strong capacity to continue improvements.

Highly effective partnership working is evident and promoted in all aspects of the nursery. This helps to engage all parents in their children's learning and development. Inclusion of all families is evident as staff show how much they value and are willing to support their diverse needs. Children's progression through the nursery is smooth. Parents delight in the progress their children make and the way the nursery supports the complexities of family life.

Staff listen to the views of children and their parents and adapt their practice to drive forward improvements. An annual parent questionnaire suggested improvements in how staff prepare children for their moves between classes. Staff now use 'Smooth Transition' booklets with pictures and ideas for children and parents. Staff introduce groups of children to their new classrooms before they move up. They also share guidance on school readiness with parents. Staff continue to develop links with primary schools so they may also strengthen the support they offer when children move to school.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY288981
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	833736
<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>	90
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	10/10/2008
<b>Telephone number</b>	01256 462 796

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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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