

# Teddy Bears Day Nursery

Total Fitness Health Club, Middlesbrough Road, Stockton On Tees, Cleveland, TS17 7BN

## Inspection date

19/09/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Teaching is good and supports all children well to make good progress in their learning and development. Staff warmly welcome children and their parents, fostering positive relationships. This helps children to settle quickly and gain good levels of self-confidence.
- Children are settled and secure because they have formed close bonds with their key person, who knows them well. Consequently, child's needs are well met.
- The manager and staff form positive partnerships with parents, which ensures that they are kept well informed about their children's progress and can support their learning at home.
- The manager has a clear vision for further improvements. She sets high standards, monitors effectiveness and encourages staff professional development through training, which demonstrates high aspirations and a drive towards quality.

### It is not yet outstanding because

- Staff do not fully embrace opportunities for very young children to extend their learning through exploring real and natural items, particularly in the baby room.
- Opportunities to further develop children's early reading and literacy skills are not fully exploited, as staff do not always provide a print rich environment in both the indoor and outdoor areas.

## 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 activities taking place in both of the nursery rooms, the dining room and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector held meetings with the manager and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and action plans.

## Inspector

Vivienne Dempsey

## Full report

### Information about the setting

Teddy Bears Day Nursery was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Total Fitness Health Club in Stockton-on-Tees. The nursery is one of two settings managed by Teddy Bears Nursery Partnership. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff, of whom four hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional 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 32 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, who speak English as an additional language and 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:

- increase the range of freely available natural and real items to enhance children's exploration skills, particularly in the baby room
- extend the opportunities for children to see a wide range of written words, both indoors and outdoors, supporting their growing interest in reading and literacy.

### Inspection judgements

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

Staff have a good understanding of how children learn through play. They implement good systems for observation, assessment and planning, working closely with parents and other providers to ensure continuity of care, learning and development. Staff use information collected from parents to provide a challenging learning experience for all children from the start. They clearly track children's good progress and next steps are highlighted and used to plan activities that meet their interests and engage them in their own learning. Consequently, children are supported well and are developing the skills and attitudes they need to be ready for school. Staff provide an interesting learning environment where children are eager to explore and learn. However, opportunities to fully support their growing interest in reading and literacy are not maximised, as the environment, both indoors and outdoors, is not always rich in print. Staff complete the required progress check for children aged between two and three years. These include the knowledge that parents share of their children's achievements. This ensures that any gaps

or delays in children's learning are identified quickly and addressed early.

Children like to look at books, happily exploring them on their own or with others. They listen with interest to stories read by staff and confidently join in with phrases from familiar stories. Children's early writing skills are very well supported because they have opportunities to write for fun and form letters in sand and paint. They show increasing control of their body as they experiment with different ways of moving. For example, they balance, climb and confidently ride bicycles and scooters. Children explore and investigate as staff encourage them to think and predict and then test out their own theories. For example, they enjoy making a variety of sounds with a range of tins and kitchen utensils. They are encouraged to add dried pasta to the tins and talk excitedly about the different sounds it makes as they bang and shake the tins. Children enjoy making dough, they talk about the ingredients they need, such as water and flour. They are keen to mix the ingredients together and talk confidently about the changes they observe. Children use a variety of words to describe the dough they make, such as 'soft', 'sticky' and 'squidgy.' This helps to develop their understanding of change and also helps them to extend their vocabulary.

Babies enjoy exploring a range of interactive and small world toys. They particularly enjoy toys that make noises, have buttons to press and flaps to lift. However, opportunities for this group of children to fully explore a wide range of natural and real items, are not always consistently available. Staff provide opportunities for children to recognise and say number names. They use the number line in the outdoor area for children to count to 10 and they correct them, sensitively, if they make mistakes. Young children also talk about different shapes during activities, such as shape sorting. This supports them to develop their early mathematical skills. Children with special educational needs and/or disabilities are well supported by staff. They liaise with the relevant agencies and parents, as a result, they make good progress relative to their starting points. Children, who speak English as an additional language, are also supported effectively as staff liaise with parents to obtain key phrases in their home language.

### **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 secure attachments. The caring and supportive environment helps children to feel safe and secure, which provides a strong foundation for their well-being and independence. Children's care routines are adhered to and a clear exchange of regular information between parents and staff ensures their changing needs are consistently met. Consequently, staff know individual children well and they benefit from consistent care. Staff support children well through transition periods. For example, they carry out an effective settling-in process when children begin at the nursery and progress from one room to the other. They involve parents at all stages. Staff talk to children about starting school and arrange visits to and from local schools. This helps children to feel reassured and confident to move on successfully to the next stage in their learning.

The nursery is well resourced and encourages children to develop their independence. For example, they are able to easily and safely select all resources for themselves and make choices about where and with what they wish to play. Children's behaviour is managed well by staff as they reinforce appropriate and acceptable behaviour by using a calm and consistent approach. As a result, children listen carefully and respond well to the boundaries and expectations within the nursery. Staff act as positive role models as they promote the use of good manners and remind children to share and take turns during their play. Staff risk assess all areas, furniture, equipment and toys, so that children can play and learn in safety. Children manage their own safety during their own play activities. Older children help sweep the sand up, so others do not slip. This demonstrates children know how to keep themselves safe during activities. Security is managed well at the nursery, with external doors kept locked and visitors being greeted by the manager and asked to sign into the nursery. This means that effective measures to minimise risks to children are in place, contributing to their safety and well-being.

Children are provided with a varied range of nutritious snacks and meals. Information is gathered from parents on entry about children's specific nutritional requirements and allergies to ensure that each child's individual dietary needs are met. All children sit together for meals and snacks in the designated dining area, which also helps to develop their social skills. Children develop a good understanding of their own self-care and the importance of good hygiene routines. Staff consistently supervise children as they use the bathroom and encourage them to be independent, while at the same time, they stay close by to help and support them if needed. Children's good health and their understanding of the importance of a healthy lifestyle are further promoted as they go outside for play and exploration on a daily basis. This means that children benefit from fresh air and exercise and learn through the sensory experiences of playing in various weather conditions.

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

Staff demonstrate a good knowledge of the local safeguarding procedures and are confident about the action to take if they are concerned about a child's welfare. They have all completed safeguarding training to enhance their knowledge and skills. Staff are fully aware of their responsibility to report any concerns about a colleague's professional conduct and are aware of the nursery's whistle-blowing policy. A clear safeguarding policy and procedure is in place and this underpins their good practice. Secure recruitment and induction procedures are implemented, along with regular checks to ascertain staff's ongoing suitability. This helps to effectively safeguard children in nursery. Regular risk assessments cover all areas of the building, including all outings, with staff carrying out daily checks that encourage children to become aware of possible hazards and ways in which they can keep themselves safe. Robust systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times. The nursery shares its policies and procedures with parents, so they are clear about how the provision is managed.

Staff have a good understanding of the educational programmes and robust systems are

in place to observe, assess and monitor children's progress. They are committed to providing effective quality learning and development opportunities for all children to promote their good progress. Staff recognise the importance of professional development and work closely with the local authority advisors to develop action plans to identify priorities for improvement. There is an effective supervision and appraisal system in place that focuses on targets for the future. Peer observations also help staff to monitor the effectiveness and quality of teaching. Consequently, outcomes for children are continually improving.

There is a strong emphasis on developing a secure partnership with parents, other professionals and providers. From the outset, positive relationships are developed with parents as both children and their families are given a warm welcome. Good quality information for parents and effective settling-in arrangements help to reassure new children and their families. Parents and staff work successfully together to support children's care and learning. For example, parents are regularly encouraged to provide information about their child's interests, needs and skills to help staff to plan relevant activities. Staff also work with external agencies to acquire support and interventions for children and their families, should they need it. Links with the local primary schools are strong, which supports children's learning and ensures the move to school is as seamless as possible.

### **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>	EY477189
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	967164
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	53
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Teddy Bears Nursery Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07729856089

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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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