

# Teddies Nurseries Limited

102 Worth Road, Pound Hill, Crawley, West Sussex, RH10 7DU

## Inspection date

20/11/2014

Previous inspection date

15/09/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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How well the early years provision meets the needs of the range of children who attend	2
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## The quality and standards of the early years provision

### This provision is good

- Staff demonstrate a good knowledge of how children learn, and use this to help them make good progress in their learning and development.
- Partnerships with parents are valued and staff are caring and friendly. There are good opportunities to include all parents and share information about their children's progress.
- Comprehensive safeguarding procedures, and staff's secure knowledge of their responsibility to report any concerns, ensure that children are effectively safeguarded.
- Staff are thoughtful and considerate towards the children, and they treat them with respect and kindness. As a result, children feel safe and secure in the setting.

### It is not yet outstanding because

- Staff do not always extend activities to fully challenge the more able children.
- The leadership team's processes to regularly monitor the quality of teaching, and ensure the quality is consistently good or better, are not yet fully developed.

## 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 in all rooms, spoke to the staff, observed staff in their roles, and observed children using the outdoor play area.
- The inspector met with a sample of parents to gather their views about the service they and their child receive.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation and held a discussion with management.

## Inspector

Joanne Allen

## Full report

### Information about the setting

Teddies Day Nursery was first registered in 1997, and it is managed by Bright Horizons. It operates from a converted property within the Poundhill area of Crawley, West Sussex. The facility has several playrooms, a sleep room, a kitchen, a milk kitchen and a small enclosed outdoor area. The provision serves the local community. The provision opens Monday to Friday, for 51 weeks of the year, from 8.am until 6pm. There is a total of 74 children on roll, all of whom are in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged three and four. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities, and those with English as an additional language. There are 16 permanent staff currently employed within the facility, as well as additional bank staff. Of these, one holds Qualified Teacher Status and 14 hold other relevant qualifications.

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

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

- further develop activities to extend and challenge children's learning, particularly those who are more able
- strengthen monitoring arrangements to further enhance the consistency of teaching and support staff's continual professional development.

### Inspection judgements

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

The staff within the nursery have a good knowledge of how children learn. They provide strong support for all children, enabling them to make good progress in their learning and development. Staff undertake regular observations of children and use these to closely monitor their progress and plan for their next steps for learning.

Children with any additional needs and those with English as an additional language receive good support, because staff closely assess and track children's progress. This information is shared with parents through daily discussions as well as each child's developmental records, known as their Learning Story book. The nursery encourages parents to be fully involved in their children's learning and development. For example, they run evening sessions on different topics and have regular parents' evenings to discuss children's progress. Parents have regular access to their child's developmental records, and are encouraged to comment and contribute through 'My play and learning at

home' stickers. Staff talk to parents each day to exchange information and observations. This helps to keep parents informed of their children's development. This also keeps parents up to date on their child's progress. Progress checks are completed for children aged between two and three and copies are provided for parents. This ensures that parents are clear about how well their children are making progress, and aspects of development that require more support.

Resources are easily accessible within the learning environment. Photographic labelling and low shelving ensure that children can easily see and select for themselves what they wish to play with from all the resources and toys available. This enables children to make independent choices and be active in their learning. Staff in the baby room provide a calm and friendly environment. Babies are confident to explore and are becoming inquisitive learners. Staff are sensitive to babies who are not sure about joining in and gently encourage them to engage in play. Babies enjoy independently selecting from the range of accessible resources available to create their own play. However, staff do not consistently extend these play activities to fully challenge children's emerging communication skills.

Staff provide a good range of equipment for all children to develop their physical skills. As a result, children become increasingly confident in handling objects. For example, babies enjoy exploring texture, and excitedly make marks using paint brushes and bubble mixture in mirrored trays. In the toddler room children spend long periods of time working on developing their physical skills at the water tray. For example, during the inspection they carefully filled and emptied a range of different sized containers. In the preschool room children confidently use scissors to cut paper and tear strips from magazines. This helps to promote children's independence skills and helps them to develop important skills for their future learning.

Children have daily opportunities to develop a good understanding of the wider world. Staff help children develop their skills in using technology and programmable equipment. For example, children enjoy using talking tins, compact disc players and torches to express themselves during their play. In addition, they look in map books to plan their routes to and from nursery, go on a bear hunt in the local park and enjoy re-enacting a popular book. The nursery develops children's awareness of cultural diversity well. Children have access to a range of resources and posters that reflect positive images of different cultures, gender and disability. This helps children begin to learn that they have similarities and differences that connect them to, and distinguish them from, others.

Children in the preschool room successfully develop a range of skills in preparing them for starting school. Staff sensitively talk to children about starting school and encourage the children to self-register when they arrive each day. Many of the preschool children recognise and write their own names, and enjoy labelling their work. Staff encourage children to count during everyday experiences and they introduce a range of mathematical language. However, on occasion, some staff miss opportunities to extend the more able children during activities. For example, while children and staff were playing with the train track some good questioning techniques were used by staff to extend the children's mathematical and language development, such as 'what numbers can you see on the sign?' and, 'what letter does train begin with?'. However, there were some opportunities missed to extend children's ability to think creatively and critically. For example, when

children realised their train would not fit under the bridge they had made staff told them why it would not fit rather than giving children the opportunity to problem solve for themselves.

Rich and imaginative displays of artwork and activities clearly show children's enjoyment and achievements during their time at nursery. This is also evident from the photographs in each child's developmental record of them participating in activities. This gives children a strong sense of pride and achievement, and helps them to feel their efforts are valued.

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

Children are happy and confident and feel safe enough to express their needs. For example, children in the toddler room confidently approach staff to talk to them or seek reassurance. Children establish a secure attachment to their key person, and develop positive relationships with other adults and children. Staff are kind and attentive, and they meet children's individual care needs promptly. This promotes children's well-being and enhances their sense of belonging. Staff get down to children's level to work alongside them as they play. Children are praised regularly and are clearly valued and respected, which enhances their self-worth. Staff are positive role models and set good examples to the children. As a result, children show care and concern for others and their environment, and they learn to share and take turns.

Children know how to keep themselves and each other safe. Staff encourage children, with the help of 'Candy Floss' the nursery safety superhero, to manage and identify everyday risks. For example, staff include children when assessing risks around the nursery, and ask the children why they think something is not safe and what they can do to make it safe. They are involved in tidying up the environment, and this helps to give them a sense of responsibility, and encourages them to think about their safety and that of others.

Children's behaviour is good and their sense of belonging is demonstrated by their familiarity in routines. For example, children know that they need to tidy up before meal times. Staff demonstrate a secure understanding of their role in managing children's behaviour. They successfully help children to feel valued and respected, while managing their behaviour. Babies and children, who are new to the nursery or have recently moved rooms, enjoy hugs and affection from staff. This helps to promote their feelings of safety and security. Staff use very effective strategies to promote the learning and development of children with English as an additional language. For example, staff display children's home languages on a board, and use key words and phrases to support their language development. All children receive kind and consistent care.

Children confidently manage their own personal hygiene routines. For example, they wash their hands before and after meals and snack times. Older children develop their self-help skills. For example, they self-register on arrival at the nursery and put on their coats before going outdoors. This helps children develop their skills in readiness for school. Children have healthy choices at mealtimes as they enjoy fresh fruit and freshly cooked

food that successfully meets their dietary needs. Staff make information available about the nursery's menus to parents, to gain their feedback and keep them informed about what their children are eating.

Staff sensitively and effectively manage children's needs as they move into school or between rooms in the nursery. Staff work well with parents and show a good knowledge of children's background as well as their interests and this enables them to respond particularly well to children's individual needs. The strong partnership with parents contributes to the continuity of care given to children. Parents' feel able to approach staff with any worries and to share 'wow' moments. As a result, they feel valued and know that staff listen to them. Children moving through the nursery into different rooms are supported by very knowledgeable and sensitive adults. Staff also liaise well with the local schools to ensure that strong links for children's ongoing care and development are established. As a result, all children are supported in the move on to the next stage in their learning.

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

The management team have a good understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. Safeguarding is given a high priority. Managers use monthly staff meetings to give staff an opportunity to consider all aspects of safeguarding. As a result, staff have a good knowledge of the procedures to follow if there are safeguarding concerns. They have a thorough understanding of the signs and symptoms of abuse, and of the reporting procedures within the nursery if there is a concern. Staff rigorously assess the environment for potential risks each day. Robust recruitment and induction procedures include obtaining Disclosure and Barring Service checks and reference checks to ascertain suitability, and completion of a lengthy induction training to ensure staff are aware of their roles and responsibilities. These measures contribute to the safe practices within the nursery, and help to ensure the suitability of people working with the children.

The manager is actively involved in the daily practice of the nursery, as she spends time in each room during the day. Staff have one-to-one sessions, supervision and appraisals to assess their practice and identify their training needs. This helps the manager identify any concerns and offer support early on. However, the process for regularly monitoring the quality of teaching in all rooms is not fully in place. Nonetheless, staff are helping children make good progress in their learning.

Staff work well as a team and communicate effectively, ensuring that children are well supervised in all areas of nursery. Robust induction procedures and good staff knowledge mean that procedures for the administration of medication and dealing with accidents are followed well. Staff share policies with parents so that they have clear expectations about the procedure followed when a child needs to have medication administered, or requires first aid treatment. All staff are trained in paediatric first aid so that they can administer treatment for minor injuries if it is needed. Therefore, staff ensure that children receive

appropriate treatment when hurt or unwell.

The manager and staff reflect on their practice and their self-evaluation form clearly shows the nursery's key strengths, and the areas they are currently working on improving. The parents share their views about the nursery, and the manager uses these to shape the service provided. The management team also takes into account the views of staff and children, and works closely with other professional to access feedback to support and enhance the provision. This helps to obtain a good overview of the nursery's strengths and areas to develop. As a result, overall, the nursery offers good quality provision, which continues to improve to meet the needs of the children and parents who use the service.

Staff enhance children's learning through good partnership work with others. They have built links with the local community through regular visits to the local primary school, post office and other local shops. Partnerships with parents are very successful. Key persons' spend time with parents at the beginning and end of the day discussing and recording in communication diaries their children's needs and achievements. Consequently, parents are kept well informed about their children's progress. Parents speak extremely positively about the nursery and the progress their children make. They remark on how 'wonderful' the staff are, and how much their children enjoy coming into nursery.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	113753
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	987888
<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>	42
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	15/09/2010
<b>Telephone number</b>	01293 613461

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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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