

Teddy Bears Nursery

Teddy Bears Nursery, Wesleyan Reform Church, Heath End Road, Nuneaton, CV10 7HG

Inspection date	11/12/2014
Previous inspection date	28/05/2010

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

- Staff have a very good understanding of how children learn through play. They provide a wide range of activities and experiences to promote children's learning. Consequently, children are happy, engaged and make good progress.
- The successful key-person and family-group systems enhance the relationships between staff, children and their families. As a result, children settle quickly and build warm, positive relationships with staff.
- Staff provide a welcoming, safe and secure environment. They have a very effective understanding of safeguarding procedures and ensure that children are kept safe from harm.
- Partnerships with parents are very good. Staff work well with parents and external professionals to ensure that children's needs are met and to promote consistency in their learning and care.

It is not yet outstanding because

- Staff do not always maximise opportunities for children to exert themselves and be involved in strenuous activity.

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 with the deputy manager.
- The inspector observed teaching and learning activities.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the deputy manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Victoria Mulholland

Full report

Information about the setting

Teddy Bears Nursery was registered in 1983 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a church hall in Nuneaton and is privately managed. The nursery serves the local area and is accessible to all children. It operates from one large room and there is an enclosed area available for outdoor play. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications, including one at level 2 and four at level 3. The nursery opens from Monday to Friday during school term times. Sessions are from 9am until 12noon. Children attend for a variety of sessions. There are currently 28 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. The nursery is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance children's understanding of healthy lifestyle practices by giving them even further opportunities to be involved in strenuous activity, for example, as they join in with circle games and move around in a variety of ways, such as running, jumping, skipping, hopping and dancing.

Inspection judgements

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

Staff fully understand the learning and development requirements of the Early Years Foundation Stage. As the nursery is a 'pack away' setting, staff work hard to transform it in to a bright, welcoming environment, where children are happy and enjoy their time. Staff use their very good understanding of how children learn through play to provide a wide range of rich experiences to promote children's learning. The quality of teaching is consistently good. Children have plenty of opportunities to explore and take the lead in their learning. Staff are responsive towards children's interests and ideas. Some staff have completed training specifically aimed at improving children's communication and language. Staff regularly use a screening tool, gained from the training, to assess children's communication and language skills and identify any areas of concern. As a result, staff are purposeful in targeting support to promote children's development of speaking, listening and attention skills. As children play and use resources, staff model language and repeat back what children say. Staff use visual aids, gestures and some sign language alongside speech. This also effectively supports children who are learning English as an additional language. Early literacy and mathematical skills are promoted, as staff encourage children to count, explore shapes, join in with stories, songs and rhymes and make marks with a

wide variety of materials. This actively supports children in acquiring skills that they will need in readiness for school.

When children start attending the nursery, parents are asked to provide information about what their child likes and is interested in. Staff use this information, and their own observations of what children know and can do, to identify children's starting points and next steps for learning. Key persons effectively plan and tailor activities to meet individual children's needs and interests. Staff complete ongoing assessments and track children's progress throughout the year. Children with specific educational needs and/or disabilities are effectively supported because key persons work in partnership with parents. They liaise well with other professionals to secure any additional support that may be needed. Consequently, all children make good progress in relation to their starting points and capabilities.

Nursery staff develop very good relationships with children and their families. Parents and carers are actively encouraged to contribute to children's learning journey records with photographs from home. Parents are warmly welcomed to work as volunteers within the nursery. There are regular opportunities for parents to stay for nursery open mornings and craft sessions. Key persons complete termly progress reports and share these with parents. Parents are invited to add their own comments about children's learning and development. Children have regular opportunities to take home a book to share with their parents. Consequently, a consistent approach to children's learning, both at home and in the nursery, is effectively promoted.

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

Staff work in partnership with parents and carers as children start attending the nursery. The effective key-person and family-group arrangements support children to settle quickly and build warm, positive relationships with staff. Parents comment on the nursery's 'friendly atmosphere' and report that 'staff are fantastic. It's like walking from one home into another home'. Staff successfully promote children's personal, social and emotional development, as they encourage them to join in and contribute during group times. For example, children are invited to suggest songs that they would like to sing. Staff confirm to children that their ideas and suggestions are valued, which raises children's confidence and self-esteem. This effectively supports children in becoming emotionally well prepared for moving on to school.

Staff teach children about good hygiene and healthy practices. Children learn to keep themselves safe, as staff remind them about the importance of washing their hands after toileting and before eating. Staff provide healthy snacks, such as fresh fruit and raisins. Children develop independence and personal care skills as staff encourage them to do things for themselves. For instance, staff provide small jugs of milk and water to enable children to successfully pour their own drinks. Staff regularly invite visitors to the nursery to talk about healthy lifestyles and healthy eating. Children have access to fresh air and exercise as they play outdoors. They develop large muscle skills as they push, pull and pedal wheeled vehicles. They learn to manage risks when they balance on stepping stones

made from logs. However, there is scope to further enhance opportunities for children to exert themselves and be even more involved in strenuous activity, such as running, jumping, skipping, dancing and hopping. For example, children could join in with circle games, movement sessions or parachute games.

Children behave well because staff are good role models and provide clear guidance for children about their high expectations for behaviour. Staff teach children about sharing and taking turns and reinforce children's positive behaviour with praise and encouragement. As a result, children are happy and enjoy what they are doing. They learn to play alongside and cooperatively with others. Children have very good opportunities to exercise choice and follow their own interests as they select from the wide range of resources and learning opportunities that staff provide. They are very well-supported by attentive adults. The nursery fosters good links with schools that children will move on to. Staff invite Reception teachers to visit the nursery in the summer term to meet with children. This effectively supports children in adapting to change at the end of their time in the nursery.

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

The nursery benefits from having a well-established and very committed staff team. Highly effective arrangements are in place to ensure that children are safeguarded well. All staff have a thorough understanding of their roles and responsibilities in regard to safeguarding and promoting children's welfare. Staff demonstrate a clear understanding of procedures to follow if they have any concerns about a child. Staff receive regular training in safeguarding and paediatric first aid. Robust recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Managers make sure that policies and procedures are regularly reviewed, known to staff and are implemented appropriately to ensure the safety of children.

Managers and staff have a very good overview of children's learning and development. Key persons track the progress of each child and are effective in supporting children to achieve their next steps for learning. Managers monitor tracking information to make sure that all children are making good progress across the seven areas of learning throughout the year, in relation to their starting points. Managers and staff quickly identify where children need additional support, so that their needs are met and support is obtained from external agencies where appropriate. Effective systems for monitoring staff's performance and professional development enable managers to ensure good standards in staff's practice. Managers thoroughly assess and evaluate their provision and regularly provide opportunities for staff, parents and children to share their views. They take these views into account when identifying strengths and priorities for further improvement.

Partnerships with parents and carers are strong. Managers share information with parents about the range of learning experiences provided in the nursery through information and display boards, regular newsletters, children's learning journals and daily opportunities for discussions with key persons. Partnerships with external professionals, such as speech and

language therapists and integrated disability services, are well established. Managers and staff are committed to working in partnership with parents and professionals to ensure that children's needs are met and to promote consistency in their learning and care.

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

Unique reference number	200790
Local authority	Warwickshire
Inspection number	875025
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	28
Name of provider	Diane Hutchinson
Date of previous inspection	28/05/2010
Telephone number	02476736319

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

