

Teddies Nursery

Teddies Nursery, 24 Kenwood Park Road, SHEFFIELD, S7 1NF

Inspection date	22/12/2014
Previous inspection date	24/11/2011

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

- Children make good progress in relation to their starting points because the quality of teaching is good and practitioners plan a broad range of activities that meet their individual needs and interests.
- Practitioners obtain good information from parents about their child's care routines and individual needs during settling-in sessions. As a result, children leave their parents with ease because they feel safe and secure in their environment.
- Partnerships with parents are good, which means there is a continuity of learning between the nursery and home that contributes to the good progress children make.
- The management team and practitioners have a good understanding of the safeguarding and welfare requirements, to successfully promote children's well-being and keep them safe.

It is not yet outstanding because

- Older children who prefer to play and learn outside are not as well supported in developing their imagination through role play as children who prefer to learn indoors.
- The monitoring of teaching practice is not consistently rigorous enough to support all staff to deliver the highest possible quality of teaching at all times.

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 in the four playrooms and outside.
- The inspector conducted a joint observation with the acting deputy manager.
- The inspector spoke with the manager, acting deputy manager, practitioners and children at appropriate times throughout the inspection.
- The inspector checked evidence of practitioners' suitability, training certificates, policies and procedures, risk assessments and the nursery's self-evaluation systems.
- The inspector looked at children's assessment records.

Inspector

Jane Tucker

Full report

Information about the setting

Teddies Nursery was re-registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large detached house in the Nether Edge area of Sheffield and is managed by Bright Horizons Family Solutions Ltd. The nursery operates from five playrooms and there is an area available for outdoor play. It employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 and above and one holds Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 8am to 6pm. Children attend for a variety of sessions. There are currently 106 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- provide further opportunities for children who prefer to play and learn outdoors to develop their imagination through role play
- strengthen the monitoring of teaching practice even further to support practitioners in achieving outstanding teaching practice, to help raise children's attainment to the highest level.

Inspection judgements

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

Children play purposefully in the nursery and there is a gentle buzz of activity in all rooms. Practitioners sing songs and rhymes to promote babies' and toddlers' early communication and language skills. Toddlers use sounds in their play to identify resources, such as trains and cars. Toddlers use language to show their early understanding of size, as they say that the digger is big and heavy. Babies and toddlers shake and tap musical instruments and they attempt to copy actions, such as pointing to the sky and making a diamond shape with their fingers. Older children link and sound letters from their name. They begin to recognise capital and small letters and how these are used. Babies show an interest in toys with sounds and actions, as they learn to operate them.

The quality of teaching is good because practitioners use effective teaching strategies and they help children to be aware of their own goals and achievements. For example, practitioners observe older children's motivation and active learning, as they complete a jigsaw puzzle independently. Practitioners offer lots of praise and explain to the children how their different approaches and new ideas helped them to solve their own puzzle.

Toddlers and older children play with large dominoes outdoors, which supports their mathematical development as they match numbers and colours together. Toddlers and older children begin to show an interest in shape and space, as they recreate patterns that practitioners have made with bricks.

Children are provided with a good range of activities that are planned according to their individual interests and cover the seven areas of learning. This ensures children gain a good range of skills to support their move on to school. Children's development and progress through the Early Years Foundation Stage is tracked and assessed regularly. As a result, assessments show that children make good progress in relation to their starting points. Parents are actively encouraged to contribute to their child's initial assessment on entry and practitioners use this information, together with their own observations, to ascertain children's starting points. Thereafter, regular observations are recorded to establish how each child is developing and to plan for their next steps in learning. Parents receive regular verbal feedback, together with opportunities to discuss their child's development in more detail through parents' evenings. Parents are also invited to share their children's learning and development at home, as they complete home link observations. Furthermore, the progress check between the age of two and three years is also shared with parents and their contributions are welcomed. This shared approach to children's learning and development successfully contributes to the good progress children make and demonstrates a continuity of learning between the nursery and home.

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

Practitioners implement the role of the key person effectively into the nursery and children form secure and trusting relationships with practitioners. Practitioners carefully consider the move children and parents make between home and the nursery. Practitioners also organise informative tours of the nursery and flexible settling-in sessions, to ensure that every child's care is tailored to their individual needs. Parents provide detailed information about their child's care routines, interests and home culture. Consequently, practitioners get to know children very well and this provides a secure foundation to ensuring that children feel safe and secure in their new environment. Play spaces are organised well indoors and resources are of a good quality and stored at age-appropriate heights. This allows children to make independent choices about their play.

Practitioners act as positive role models in the nursery and good levels of practitioner supervision ensure that children are engaged. As a result, children's behaviour is good. Practitioners deal with any slight incidents of frustration well. Therefore, children are beginning to learn right from wrong. Nutritious meals and snacks, which include fruit and vegetables, help children to learn about healthy food options. Mealtimes are sociable occasions and children have lots of opportunities to develop their independence and self-help skills. For example, babies are encouraged to feed themselves using a spoon. Older children empty their left over food in to a waste bucket and put their used cutlery into a bowl of water. Older children manage their own basic hygiene and personal care needs, including washing their hands and going to the toilet independently. Practitioners follow good nappy changing procedures, which helps to ensure that efficient hygiene practices keep children safe and healthy.

Children are provided with frequent opportunities to enjoy daily fresh air and take part in a range of activities, to promote their physical development. For example, older children hop and jump across stepping stones, taking on small risks in order to teach them about safety in a familiar and well-supervised environment. Babies enjoy the sensory experience of touching sand. Toddlers and older children develop their large muscle skills and learn how to keep themselves and other safe as they manoeuvre wheeled toys around their friends. Older children take on a role in their play outdoors as they pretend to wash their hands and use the kitchen equipment. However, resources to enhance children's spontaneous role play are not as well considered outdoors as indoors. As a result, older children quickly lose interest and their play is not sustained. Practitioners provide good emotional support to prepare children for their move, both within the nursery and to school. For example, older children become acquainted with the teachers from the local schools as they visit them in the nursery. Accordingly, when the time comes for children to move on to school, they are welcomed by a familiar adult.

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

Children are kept safe because the management team and practitioners have a good understanding of the safeguarding and welfare requirements. All practitioners have attended relevant child protection training and know the action to take if they have any concerns about a child in their care. In addition, their knowledge and understanding are regularly tested in staff meetings through the use of safeguarding questionnaires. Practitioners ensure that visitors show identification and sign in and out of the building. This helps to protect children, as there is a full and accurate record of all visitors to the nursery. Children's registers are checked throughout the day and regular headcounts are carried out. This helps to ensure that the ratio and qualification requirements are maintained, to ensure children's safety. Recruitment and vetting procedures are sound and records show that all practitioners undergo the necessary checks, to help guarantee their suitability to work with children.

Practitioners have a good understanding of the areas of learning and how children develop. As a result, they provide a broad range of experiences that help children make good progress towards the early learning goals. Practitioners monitor children's progress through their learning stories and provide regular summative assessments. The manager reviews this information to analyse the difference between each core group of children. As a result, children with identified needs are supported well with appropriate intervention, to help ensure they reach their expected levels of development. The management team implements performance management systems, such as supervisions and appraisals. Practitioners' training needs are also identified at these meetings and the manager facilitates practitioners' needs through in-house and external training opportunities. The manager regularly works alongside practitioners to evaluate and monitor their quality of teaching. However, there are opportunities to implement a more robust method of observation, such as identifying specific teaching practice and the impact this has on children's learning. This will help to enhance the already good quality of teaching and support practitioners in achieving outstanding teaching practice.

The nursery benefits from a dedicated management team and group of practitioners who are committed to reflective practice. As a result, several quality improvement programmes have been implemented by the nursery to drive improvement forward. Parents' views are also valued and the management team responds appropriately to requests from parents, to show their views are important. Good positive relationships have been established with parents and they speak highly of how practitioners share information with them, to support their child's development. The management team and practitioners also have good links with teachers from the local schools. Consequently, these partnerships help to provide children with good consistency in their care and learning.

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	EY349210
Local authority	Sheffield
Inspection number	863273
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	106
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	24/11/2011
Telephone number	0114 250 7846

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

