

Teddy Bear Corner

Seggs Lane, Alcester, Warwickshire, B49 5HJ

Inspection date	09/01/2015
Previous inspection date	10/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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. This is because staff effectively assess children's starting points and monitor their learning and development. Staff provide experiences and opportunities, which support individual children well.
- Children form positive attachments with their key person and other adults. This aids their confidence and helps them to settle into the nursery.
- Staff effectively exchange information with parents which has a positive impact on the subsequent care offered to the children.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children, and fully understand their role and responsibility in keeping children safe.

It is not yet outstanding because

- Staff do not always make the best use of the outdoor facilities or plan purposeful opportunities for children to explore the nursery's nature area.
- The use of space and equipment in the Tweeny room does not fully promote opportunities for children to enjoy the most comfortable sleep.

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.

Inspection activities

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

Inspector

Lucy Showell

Full report

Information about the setting

Teddy Bear Corner opened in 1996 and is on the Early Years Register. It is situated in a converted detached property in the Alcester area of Warwickshire, and is managed by Teddy Bear Corner Limited. The nursery serves the local area and is accessible to all children. It operates from four rooms on the ground floor and there are enclosed areas available for outdoor play. The nursery employs 13 members of childcare staff. Of these, nine 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, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 71 children attending who are in the early years age group. The nursery provides funded early education for two-year-old children.

What the setting needs to do to improve further

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

- plan and provide for a wider range of opportunities and experiences to enable children to explore and investigate more natural resources and extend activities while outside
- review the organisation of space and equipment in order to enhance older children's experiences at sleep time.

Inspection judgements

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

Staff have a secure knowledge of how children learn and use this to ensure that they support children effectively. This means that children's learning and development is promoted well through a good range of activities and experiences. Relevant and important information is gathered from parents when the children first enter the nursery. This detail is then used to good effect to help identify what the children know and can do. Staff continue to use assessment effectively to identify children's next steps in learning and plan activities to enable them to make good progress. Staff complete written assessments for all children, including the required progress check for the children aged between two and three years, and share these well with parents. This means that parents are fully informed of their child's development and are made aware of any areas where their child's progress is less than expected. Furthermore, this information is used to quickly identify any areas where children may need additional support. As a result, no child gets left behind in their learning and development. Staff recognise the importance of sharing ongoing information with parents about their children's learning. For example, alongside the staffs' observations of children, parents are invited to share details about their children's learning

at home. This information is then used to plan and provide complementary activities so that children's learning is supported well, both at the nursery and at home. In addition to this, staff encourage parents to attend special events and offer ideas for activities that parents can do with their children at home.

Children enjoy their experiences at the nursery and are eager to engage with staff and their peers. The staff's interactions and teaching techniques are positive, and show their good understanding of how to encourage and capture children's interests. Staff know when to intervene without intruding or taking over an activity. For example, in the art room, children are free to draw on the chalk boards or paper, scoop and pour the sand and explore the shaving foam or malleable materials. Staff observe or skilfully extend children's learning experiences asking challenging questions or suggesting further ideas to encourage children to think about different options. Children engage in opportunities where they can share their daily news and listen to their friends. They also receive plenty of praise and encouragement, which gives them confidence in their abilities and means they are keen to take the lead in their own learning. All of these experiences provide rich and purposeful opportunities for children, helping them to develop the skills needed for their future learning. This means that children are well prepared for moving through to the pre-school nursery and on to their eventual move to school.

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

Children are happy and develop positive relationships with one another and with the staff. This is because staff are kind and caring and take time to get to know each child and their unique needs. Parents are offered the opportunity for a home visit before their child starts at nursery. They also share information with staff about their child's care needs and interests on entry, and during regular discussions and planned meetings. Parents comment that their children settle quickly and are happy to attend, which results in them being confident to leave their child in the care of the staff. A well-established key-person system is in place, which enables children and their parents to develop a bond with a particular member of staff. This is extended through the nursery and on to their pre-school nursery where staff take time to exchange information with the following key-person before children move rooms. Furthermore, staff make sure that they get to know all of the children. This ensures that there is always a familiar adult to support each child and their family and to help with future moves.

Babies are well provided for in an environment that suits all their needs. They enjoy access to a variety of appropriate resources and equipment. Furthermore, staff meet their individual needs well. Older children are developing their independence as they improve their self-help skills. For example, they manage their own toileting needs, wipe their own noses and put on their own coats for outdoor play, as soon as they are able. Their understanding of the importance of good hygiene is also fostered generally well. This is because staff ensure that children wash their hands after using the bathroom, before meals and after outdoor or messy play. As a result, children learn to complete these tasks with competence and confidence, which enhances their sense of achievement. After lunch most of the children from the Tweeny and Toddler room have a sleep. Staff organise space in the Tweeny room and lay out a selection of mattresses with cushions, sheets and

blankets. However, they use an area which limits the amount of space each child has. This means that when children move around in their sleep they are likely to roll into one another because there is not enough space between them. As a result, children's sleeping experience is not as comfortable as it could be.

Staff ensure the nursery is safe and suitable at all times, because they are effectively deployed and supervise the children well. The meals are nutritious and meet all children's dietary needs well. The food is freshly prepared and menus are rotated, so that children receive a good balance of fruit and vegetables each time they attend. Children behave well and staff use effective strategies to manage any incidents. Staff are good role models and use praise and encouragement well to help children to share and to work together. As a result, children are polite and respectful. These personal, social and emotional skills help children to be well prepared for the next stage of their learning, such as, moving through nursery and on to pre-school. Older children enjoy regular exercise, developing physical skills and confidence as they enthusiastically play in one of the outdoor areas. They negotiate space on the different climbing frames, climb the steps and go down the slides or learn to move on the bikes. However, staff do not use the nursery's nature garden as often as they could. As a result, children are not enjoying additional experiences outside, such as, digging or planting in the raised beds. This means that there are times when children are not provided with high-quality, easily accessible outdoor experiences which provide significant interest and challenge.

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

Staff understand their responsibilities in meeting the safeguarding and welfare requirements. They are knowledgeable about signs and symptoms of possible abuse and understand clearly the procedures to follow to keep children safe. Contact details for the Local Safeguarding Children Board are clearly on display for staff and parents, and policies are easily accessible. All adults working on the premises have undergone suitability checks in order to protect children. The premises and outside play areas are made secure and appropriate deployment of staff means that ratios are always met.

The staff team are well qualified and use their knowledge and experience to good effect. Several of the staff hold relevant first-aid certificates and attend regular training courses to keep their childcare knowledge up to date. The arrangements for supervision, appraisal and professional development are well considered. There are good opportunities for staff to undertake additional training and enhance their skills and knowledge further. The management team and staff work effectively together and are fully committed to improvement. They continually strive to make sure that all children achieve well. They have well-targeted plans in place, which are devised through the use of self-evaluation and reflective practice. The management team have good systems in place to monitor the effectiveness of the educational programme and work with staff to analyse the quality of teaching, planning and assessment. This ensures that any gaps in learning are quickly identified and planned for.

Staff are professional, caring, and committed to their roles. Successful information sharing

and partnership working with parents, other providers and outside agencies allow children's needs to be identified and well met. Parents are provided with a wide range of information to keep them well informed about how the provision operates; the activities children take part in and about their child's progress. Parents speak very positively about the nursery and are impressed by how approachable and caring the staff are. Overall, the management and staff create an environment that is very welcoming and supportive, where children enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

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	200788
Local authority	Warwickshire
Inspection number	876203
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	71
Name of provider	Teddy Bear Corner Limited
Date of previous inspection	10/12/2010
Telephone number	01789 400816

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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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