

# Teddy Bear Corner

St Nicholas Primary School, St Faiths Road, Alcester, Warwickshire, B49 6AG



## Inspection date

6 February 2015

Previous inspection date

11 November 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide a variety of interesting and challenging opportunities for individual children to promote their good progress given their starting points and capabilities.
- Children are happy and form close bonds with their key person. Staff have a warm and caring rapport with the children and are knowledgeable about children's individual needs. This promotes children's welfare and well-being effectively and helps them feel secure.
- Each child's unique care and development needs are successfully supported by all those involved. This is because partnerships with parents and other professionals are well established and, as a result, movements between settings are seamless.
- Staff show a strong commitment to safeguarding and improving outcomes for all children. They implement clear systems to monitor and evaluate the provision, taking account of the views of parents, children and external agencies. This informs decision making, in order to continually improve the service for children and families.

### It is not yet outstanding because:

- Staff do not always make the best use of the outdoor facilities by planning and providing exciting opportunities for children to explore the nursery's growing area in different seasons.
- The programme of professional development is not yet sharply focused and targeted to ensure that all staff are consistently improving their already good skills and knowledge.

## 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 extend activities outside in the growing area throughout the year
- enhance the effectiveness of the monitoring of staff performance even further, in order to develop excellent staff knowledge of their individual skills and sharply focused evaluations of the impact that their practice has on the outcomes for children.

### Inspection activities

- The inspector observed activities and interactions between staff and children in the main room and the outside learning environment.
- The inspector sampled a range of information, including children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of management and staff working with the children, and looked at a range of policies, procedures and required documentation.
- The inspector conducted a joint observation of the children's outside play with the room supervisor.
- The inspector took account of the views of parents, carers and other professionals spoken to on the day of the inspection.

### Inspector

Lucy Showell

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good because staff plan stimulating activities based on children's unique interests and needs. They interact well and engage in children's play by providing guidance and asking questions to enrich children's language and thinking skills. This helps all children to make good progress and prepares them well for the next stage in their learning and development, such as moving on to school. Staff use a clear system of observation and assessment and complete further records to ensure all children's learning is monitored and their ongoing progress is tracked. Parents are kept up to date with their children's progress through regular opportunities to look at and comment on their children's learning records. Staff also encourage parents to share their observations of children at home. This information is then used to plan experiences to further support children's learning in the nursery and at home.

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

The nursery is safe and suitable because staff are effectively deployed and supervise the children well. Staff are good role models and use praise and encouragement effectively to help children learn to share and to work well together. As a result, children are polite, respectful and well behaved. Children enjoy regular exercise, developing physical skills and confidence as they enthusiastically play in the stimulating outdoor area. However, staff have not planned or provided opportunities for children to make good use of the beautiful growing area at different times in the year. 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. Staff hold regular review meetings with other professionals in order to enhance practice and provide consistent and complementary experiences for all children. They also take the older children into school for visits and arrange for teachers to visit them in the nursery. As a result, children make the move into full-time education easily.

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

The staff understand their responsibilities in meeting the safeguarding and welfare requirements. Contact details for the Local Safeguarding Children Board are clearly on display for staff and parents, and key policies are available for all to review. The manager ensures there are suitable and qualified staff, who hold relevant first-aid certificates, looking after the children at each session. Staff observe and assess each other's practice, annual appraisals are conducted and any issues or new initiatives are discussed at regular team meetings. However, staff's training plans are not yet tailored to their individual needs and interests, or sharply focused enough to ensure that they continue to improve their already good practice. Staff assess and monitor the activities planned for children and demonstrate a good commitment to continuous improvement. They consider the views of parents, carers and children, which enables them to focus on areas for future improvement that will have the most impact on children and their learning.

## Setting details

<b>Unique reference number</b>	EY339752
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	862831
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	124
<b>Name of provider</b>	Teddy Bear Corner Limited
<b>Date of previous inspection</b>	11 November 2008
<b>Telephone number</b>	01789 400816

Teddy Bear Corner was registered in 2006. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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