

Teddy Bears Day Nursery

59 Glebe Villas, Hove, East Sussex, BN3 5SL



Inspection date

3 June 2015

Previous inspection date

13 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff monitor and track children's progress well. This means all children's needs are met well as staff plan for their individual learning. As a result, all children make good progress.
- Management is dedicated to making continuous improvements. They use a variety of effective ways to evaluate practice. Staff demonstrate a commitment to providing a high quality learning environment that meets all children's needs.
- Staff maintain good relationships with all children. As a result, children develop a secure sense of trust, security and belonging.
- Staff establish good communication with parents, ensuring that they feel included and well informed about their children's development. This helps provide children with consistent care and learning.
- Staff use a range of effective strategies to support children to gain future life skills. As a result, children are well prepared and supported for their move to school.
- Staff have a good knowledge of safeguarding and child protection, which are given a high priority. Children learn to keep themselves safe as staff provide clear guidance, such as using the stairs safely.

It is not yet outstanding because:

- Staff miss some opportunities to extend children's learning and development at snack time through high quality discussions. In addition, the snack is pre-prepared which limits children's independence skills, for example, to use knives to cut up fruit or spread toppings.
- Occasionally, at busy times, children wait for a long time during a change in routine and as a result, some children do not remain fully engaged.

What the setting needs to do to improve further

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

- extend opportunities for all children to engage in high quality discussions and to use their self-help skills during snack times
- improve the organisation of changes in the daily routines to reduce waiting times so that children remain fully engaged at these times.

Inspection activities

- The inspector viewed the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and staff, and gathered parents' views.
- The inspector carried out a joint observation of practice with the manager.

Inspector

Kelly Hawkins

Inspection findings

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

Staff provide a variety of engaging and inviting activities that motivates children's learning and development across all areas. As a result, children quickly engage in activities and enjoy learning through play. They confidently choose activities in the well-organised learning environment. Staff extend children's learning well. For example, older children are encouraged to extend their imaginations with regard to storytelling. Staff encourage younger children to become aware of shapes during play with dough. In addition, they talk about what they are doing to encourage the children's language skills. Staff use a range of techniques to effectively support children's learning and involvement at activities. For example, staff use word games to encourage children to think for themselves and problem solve. Staff encourage parents to contribute their own observations to their children's learning journeys. This helps staff to gain a bigger picture of children's learning and progress. They hold regular events and gather feedback from parents. Parents speak highly of the informative communication, consistency of care and clear links between home and the nursery.

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

Staff maintain good relationships with children who excitedly arrive and settle happily. Children develop their coordination as they negotiate climbing and balancing equipment. These activities contribute to a healthy lifestyle and promote their physical well-being. Staff encourage discussions that help children understand the importance of caring for others and living things. As a result, children demonstrate a good level of maturity. For example, they enjoy watching, caring and learning about their stick insects. Staff establish good relationships and maintain communication with other professionals to support children's individual learning needs. Staff prepare children well for their move to school with visits and they share information with teaching staff. This helps children to continue their learning smoothly.

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

Staff complete regular risk assessments to ensure the environment is safe and secure. Management closely monitors and reviews the provision. They continue to make positive changes to improve the environment and quality of teaching for children through staff training, which introduces new ideas. For example, the organisation of younger children has been reviewed to further develop their social skills. Management follows robust procedures to ensure the suitability of all staff. They use regular team meetings and staff supervisions to support staff in their work and develop their practice. This has a positive impact on the learning outcomes for all children, who remain stimulated and motivated.

Setting details

Unique reference number	130727
Local authority	Brighton & Hove
Inspection number	840805
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	66
Name of provider	Susan Louise Thomas
Date of previous inspection	13 April 2011
Telephone number	01273 412 100

Teddy Bears Day Nursery opened in 1991. It is privately owned and is situated in a residential street in Hove, close to Portslade Station in East Sussex. The nursery is open each weekday from 8am to 6pm, all year round. The provider employs 11 members of staff who all hold appropriate early years qualifications. The nursery receives funding for free early years education for children aged two, three and four years old.

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