

# Teddies Nurseries Limited

15 The Grove, Woking, Surrey, GU21 4AE



## Inspection date

9 June 2015

Previous inspection date

20 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not manage behaviour appropriately in the pre-school room. As a result, children do not engage in positive play which hampers their ability to learn how to play cooperatively. This is also a breach of the Childcare Register.
- The manager's systems for coaching staff in teaching techniques are weak, resulting in variable support for children's learning.
- Sometimes staff do not give children time to think and respond to their questions, such as when choosing songs or in making simple calculations. This means that children's thinking skills are not fully promoted.
- Sometimes activities lack challenge for more able children, particularly in outdoor play. This means that some activities are mundane and do not fully interest and engage children.

### It has the following strengths

- Partnerships are strong. Staff work effectively with parents to share information about care and children's progress.
- Staff have created good learning environments where children can choose and combine toys and equipment, which means they are well motivated to play.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the systems for behaviour management to promote children's skills in managing their feelings and actions with particular regard to pre-school aged children
- improve the use of supervision and coaching to create a consistently good standard of teaching skills, with particular regard to the teaching of babies and pre-school aged children

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

- enhance children's thinking skills by giving them more time to respond to questions
- enhance the level of challenge in play activities, particularly in the outdoor learning environment.

### To meet the requirements of the Childcare Register the provider must:

- ensure that behaviour management techniques are consistently suitable (compulsory part of the Childcare Register)
- ensure that behaviour management techniques are consistently suitable (voluntary part of the Childcare Register).

## Inspection activities

- Inspectors observed children at play in all age groups indoors and outside.
- Inspectors examined a range of documentation.
- Inspectors carried out joint observations with the manager.
- Inspectors spoke to parents to gather their views.
- Inspectors spoke to the manager and staff.

## Inspector

Susan McCourt

## Inspection findings

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

Staff have suitable systems to make observations and assessments of children's progress. These enable them to plan appropriately for children's individual learning needs. Children's records show that they are progressing within their expected levels of development. The two-year-olds enjoy a wide range of activities, with staff continually talking with them to build their communication skills. Young babies also enjoy interesting play, but sometimes activities for older babies lack challenge. Pre-school children are largely independent in play, but some staff do not take sufficient opportunities to engage children at story time or in music activities. Some activities, including outdoor play, lack challenge because staff do not extend them by providing additional resources. For example, there is a chalk board but no chalks so children cannot use it.

### **The contribution of the early years provision to the well-being of children requires improvement**

All children benefit from a strong key-person system. Children separate confidently from their parents and build strong attachments with staff. This helps them to feel secure. Staff provide effective personal care, following children's individual routines and working closely with parents over issues such as potty training. Children follow well-established hygiene routines and enjoy healthy meals and snacks. Staff talk with children about foods which are good for them. Overall, such care routines promote children's good physical development. Babies and toddlers learn how to cooperate in play as staff are effective role models. Toddlers enjoy helping to tidy up and spontaneously share their toys and equipment. However, staff do not provide positive support for older children to identify their feelings or express what they want. As a result, children grab toys and start to push each other. Children generally learn appropriate skills for their future learning.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The manager has robust systems in place to ensure staff suitability. Managers and staff know what action to take should they have any concerns about the welfare of a child and refresh their child protection knowledge regularly. The manager is aware of the nursery's areas for improvement. She is following a well-targeted action plan to address them, such as the recent appointment of highly-qualified staff. However, this has not yet had enough impact, for example, in behaviour management. The manager reviews the impact of staff development. For example, after visiting other nurseries staff have adapted displays to better support children's learning. Staff have regular supervision with room leaders and managers, and annual appraisals. However, these have not been appropriately followed up to build consistent teaching skills across the staff team. The manager has appropriate systems for reviewing children's progress records, addressing any achievement gaps which exist for groups or individuals.

## Setting details

<b>Unique reference number</b>	120260
<b>Local authority</b>	Surrey
<b>Inspection number</b>	836076
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	64
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	20 April 2011
<b>Telephone number</b>	01483 770054

Teddies Woking is one of a national chain of nurseries owned and managed by Bright Horizons Family Solutions. It is located in Woking, Surrey. The nursery is open five days a week from 8am until 6pm for 51 weeks of the year. It is in receipt of funding for nursery education sessions for children aged three and four. There are 19 staff working with the children and, of these, 16 have early years qualifications. One member of staff has Early Years Professional Status.

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.

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