

Teddy Bears Day Nursery

91 Grantham Road, Bracebridge Heath, LINCOLN, LN4 2PZ



Inspection date	26 October 2015
Previous inspection date	20 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff use their qualifications well, demonstrating good quality teaching skills. They effectively identify gaps in children's learning and seek early help from professionals when necessary. Therefore, all children make good progress in their learning and development.
- Parents are highly complimentary and are happy with the care and teaching that staff provide. Staff develop positive relationships with parents to ensure they continuously meet children's needs.
- Staff help children to develop a good understanding of the importance of physical exercise and a healthy diet. Children manage their own hygiene and personal needs very well.
- Babies and children develop particularly positive relationships with staff which help them to feel emotionally secure. Children develop well as self-assured and confident individuals.
- Staff are positive role models. They promote and encourage positive behaviour consistently. Children behave very well; they are kind, considerate and caring.
- Staff provide highly stimulating environments, both indoors and outdoors, to promote and challenge children's all-round learning.

It is not yet outstanding because:

- The staff do not seek enough information from parents when children first start, in order to help them plan precisely for their learning from the very beginning.
- Opportunities are not yet embedded for staff to reflect upon their own teaching practices and those of others, in order for them to share good practice and develop their professional skills.

What the setting needs to do to improve further

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

- gather more information from parents about what children already know and can do upon entry
- enable staff to reflect upon their own teaching practices and those of others, in order to develop the good quality of teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector had a tour of the premises, both indoors and outdoors with the manager.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team has a robust understanding of safeguarding procedures. This enables them to act promptly and effectively should they have a concern about the welfare of a child. Managers seek and consider the views of parents, staff and children as they carry out effective self-evaluation and identify targets for improvements. Therefore, the improvements they make have a positive impact on children's learning and care. The management very effectively uses appraisal and supervision meetings and checks the quality of staff practice through regular observations, to identify continuous improvements. However, other members of staff are not directly involved in this process. This means there are occasional missed opportunities for staff to share their ideas and further improve the already very good outcomes for children. Staff share assessments with parents regularly and identify children's next steps in learning. However, they do not collect enough information about what children already know and can do when they first start. This slightly reduces the continuity of learning between home and the setting.

Quality of teaching, learning and assessment is good

Staff support babies and younger children to bond and communicate through activities, such as singing songs and using signs and actions. Staff use every opportunity to help children become familiar with mathematical language during daily activities. Children have many opportunities to develop their sensory skills. For example, older children make their own play dough adding glitter and rice. Younger children explore in the cornflour and feel the textures of conkers, pine cones and acorns. Staff model how to handle books correctly, promoting children's early literacy skills and a love of books. Transition arrangements are effective. Staff work closely with other professionals, including the local primary school. Therefore, children are well prepared for school or their next stage in learning.

Personal development, behaviour and welfare are good

Children behave well and the older children are increasingly confident, respectful and aware of the feelings of others. Children settle in quickly and are eager to join in activities and make new friends. Staff teach children to manage risks by supporting them as they climb and slide on the large climbing frame. Staff are well deployed indoors and outdoors to supervise children's play and to keep them safe. The environment is well organised and inviting. Children choose what they want to play with from a good range of resources.

Outcomes for children are good

Staff effectively promote children's development through a range of activities, ensuring they make good progress across all areas of learning. Children develop good literacy skills as there are plenty of opportunities to draw and write their own name. All children, including those who receive funded early education, are confident learners who are keen to engage in a range of stimulating and challenging activities. Therefore, key skills are developed in readiness for children's move on to the next room and to school.

Setting details

Unique reference number	EY417037
Local authority	Lincolnshire
Inspection number	851791
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	61
Number of children on roll	70
Name of provider	Teddy Bears Day Nursery Partnership
Date of previous inspection	20 October 2011
Telephone number	01522 511505

Teddy Bears Day Nursery was registered in 1994. It is open Monday to Friday, from 7.45am until 6pm, all year round with the exception of bank holidays and for a week over the Christmas period. The nursery employs 18 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, ten hold a qualification at level 3 and five hold a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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