

# Teddy Bears Day Nursery

118 Ashton Road, Denton, MANCHESTER, M34 3JE



<b>Inspection date</b>	30 September 2016
Previous inspection date	29 October 2013

<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
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Staff's understanding of how to use information from observations and assessment to plan for children's future learning needs varies. This means that activities are not always challenging enough to support children to make the best progress possible.
- There is a lack of consistency in the quality of teaching across the whole team to fully support and extend children's learning. The monitoring of staff and systems for supervision are in their infancy and not yet fully embedded.

### It has the following strengths

- A key strength of the nursery is the commitment of the newly appointed manager and staff team to improve practice. The manager has worked extremely hard to identify and prioritise areas for development and has put effective systems in place to enhance many aspects of the nursery.
- The key-person system is well established and effective. Children demonstrate close relationships with staff, helping them develop high levels of confidence and a strong sense of emotional security.
- Staff work effectively with parents to share strategies to support children's development. They work closely in partnership to promptly engage external agencies in order to successfully support children with special educational needs.
- Staff are good role models and provide clear and consistent guidance to promote positive behaviour. Children are polite, well behaved and show kindness and respect to others as they play cooperatively together.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve the use of observations and assessment to enable all staff to understand children's level of achievement, and use this information to tailor activities to meet children's individual learning needs so that they make good progress	30/12/2016
■ embed the systems for supervisions and supporting staff performance in order to raise the quality of teaching throughout the nursery.	30/12/2016

### 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 talked to staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the manager and provider. She looked at relevant documentation, such as children's learning records, a sample of policies and procedures and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents from written feedback obtained by the provider.

**Inspector**  
Julie S Kelly

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The new manager has been in post for only a few weeks. Despite this, she has successfully introduced arrangements for supporting staff performance. This is beginning to have a positive impact on the development of staff's knowledge and skills. However, practice across the nursery is still inconsistent, due to the short time that these systems have been in place. The provider has a secure understanding of the safeguarding and welfare and the learning and development requirements. She is currently completing a qualification at level 4 to extend her knowledge of early years practice. Safeguarding is effective. Staff whose suitability checks have not been verified are never left alone with children. Rigorous security systems are in place, such as closed circuit television cameras, a buzzer and an intercom at the front door. The deployment of staff is well organised so that children are consistently supervised and cannot leave the premises unaccompanied.

### Quality of teaching, learning and assessment requires improvement

Some staff do not have a secure enough understanding of how to observe and assess children's learning, in order to plan challenging activities to help them make the best possible progress. Pre-school staff effectively support children to develop their understanding of linking sounds to letters and teach them to recognise and write their name. They provide children with a wide range of opportunities to develop counting, sorting and matching skills. This helps children develop good early literacy and mathematical skills in readiness for school. Staff in the baby room have a good understanding of the developmental needs of the children they care for. They skilfully help babies to progress to the next stage in their learning. For example, staff use songs and rhymes to help babies develop their communication and language skills. Parents are kept informed about what their children have done throughout the day and are encouraged to contribute to assessments. This helps strengthen links between home and the nursery. Children who speak English as an additional language are well supported.

### Personal development, behaviour and welfare are good

Staff give priority to the safety of children and effectively support their growing understanding of how to keep themselves safe and healthy. In addition, children are encouraged to manage their own risks in a safe environment. For example, staff provide children with opportunities to use challenging climbing and balancing equipment independently. Ample opportunities for physical exercise and fresh air have a positive impact on children's health and well-being. Children develop good independence skills because staff encourage them to do things for themselves as much as possible. For example, children self-serve meals at lunchtime and pour their own drinks.

### Outcomes for children require improvement

In some instances, due to inconsistencies in staff's knowledge and weaker teaching, some children do not make the best possible progress. Overall, children reach typical levels of development for their age and most children make good progress. Overall, children acquire a range of skills, abilities and attitudes that prepares them well for future learning, including school.

## Setting details

<b>Unique reference number</b>	EY390007
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1074044
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	106
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Grosvenor House Nursery Limited
<b>Registered person unique reference number</b>	RP908937
<b>Date of previous inspection</b>	29 October 2013
<b>Telephone number</b>	01613359991

Teddy Bears Day Nursery was registered in 2010 and is managed by a limited company. The nursery employs 15 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, and eight hold level 3. The manager holds early years professional status. The nursery opens from Monday to Friday from 7.30am to 6pm all year round. It provides funded early education for two-, three- and four-year-old children.

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