

Teddies Tots

Windsors Of Watford, Sandown Road, Watford, WD24 7UE



Inspection date	20 January 2017
Previous inspection date	8 September 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Managers and leaders aspire to improve. They have taken positive steps to address the actions raised at the last inspection. There is now a comprehensive induction procedure in place for new staff. This contributes to helping new staff have a good understanding about their roles and responsibilities.
- Since the last inspection, the senior staff team have implemented new ideas, such as the reorganisation of the baby and toddlers room. There is a clear vision for continuous improvement to the setting.
- Children are helped to settle well. Staff are attentive to them and recognise when they need a cuddle or reassurance. They work closely with parents to ensure that they know about children's individual care needs.
- Children behave well. Staff are good role models for children and have clear expectations and boundaries. They help children understand how to take turns, share and be kind and respectful to others.
- The managers are ambitious. They use effective procedures to evaluate the quality of the provision. Action plans prioritise targets to enhance the outcomes for children and these are regularly reviewed and discussed with all staff.

It is not yet outstanding because:

- At times, staff do not always provide children with enough challenge to build on children's thinking skills to help extend their learning even further
- Staff do not consistently organise some activities or changes between activities effectively enough to maintain children's interest and learning.

What the setting needs to do to improve further

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

- provide more opportunities to challenge children's thinking skills to help extend their learning even further
- review the organisation of some activities and routines to ensure children remain interested and engaged.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are now secure in their knowledge about the possible signs and symptoms of abuse. They have a good understanding of the procedures to follow if they are concerned about children's welfare. The senior management team are committed to improving the quality of staff knowledge and practice for the benefit of all children who attend. For example, very knowledgeable and well-qualified staff support those who are less experienced to help them increase their skills. Observations of staff practice and one-to-one meetings to discuss training needs are now routinely carried out to help enhance the learning opportunities for children. Leaders regularly monitor and track children's progress, which is discussed with parents. This now includes the progress check for children aged between two and three years. Any additional guidance and support for children who have special educational needs and disabilities is sought as quickly as possible.

Quality of teaching, learning and assessment is good

Children happily explore the wide range of toys and resources available to them. They enjoy learning about items that will sink and float during a water-play activity. Staff help younger children enjoy imaginative play based on a popular book. They chat together and successfully recall the events in the story. Children who speak English as an additional language are helped to make links in their learning. For example, staff use photographs of play items and routines to help them make decisions during their day. Staff help babies and younger toddlers with a variety of resources to explore, such as musical instruments and items made from natural materials. They have fun discovering how to successfully use the slide and enjoy choosing play items that represent their favourite songs and rhymes.

Personal development, behaviour and welfare are good

Children are encouraged to learn right from wrong and to respect their friends. Staff have daily discussions with parents about children's well-being. They support children to develop good independence skills. For example, children confidently serve themselves at mealtimes. They enjoy the nutritious meals which are cooked on the premises. Children learn about keeping themselves safe during routines and younger children are reminded not to climb on chairs. They benefit from outdoor play and exercise. They ride wheeled toys and pretend to take their dolls in buggies to the shops. This is an example of how children learn to negotiate the space around them. Furniture in the baby room is arranged effectively so that babies can practise new skills, such as walking and standing.

Outcomes for children are good

Children are making good progress in their learning and develop skills that prepare them well for school. For example, they are competent communicators who confidently ask questions and are motivated to learn. They enjoy stories and anticipate what might happen next. They discuss the possible changes that may happen when they add food colouring to flour and discuss the patterns that they create.

Setting details

Unique reference number	EY489545
Local authority	Hertfordshire
Inspection number	1073913
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	41
Number of children on roll	52
Name of registered person	Rita Rosalie Ashton
Registered person unique reference number	RP907935
Date of previous inspection	8 September 2016
Telephone number	01923255400

Teddies Tots was registered in 2015. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and disabilities.

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