

# Teddy Bears Day Nursery

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



## Inspection date

11 August 2017

Previous inspection date

3 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 are good role models for children. They are kind and polite and remind children to use good manners. Staff praise children for their achievements, which helps them to develop good levels of self-esteem.
- Partnerships with parents and other professionals are good. Parents are fully included in the assessments of their children via an online system, which parents can access anytime. The strong links with home support children's continued good progress.
- Staff support children's speech and language well in different ways. For example, they use 'signing' and pictures to enhance children's understanding well during activities.
- Managers and staff make good use of the setting's self-evaluation. For example, recent improvements to technological resources will enrich and extend all children's learning.
- The manager and staff know children well and observe their development closely. They monitor the progress of individuals and groups of children to quickly identify any gaps in their development effectively.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to consistently challenge children's learning even further, such as during their self-chosen play.
- On occasions, in their eagerness to promote and reinforce numbers during activities, staff working with pre-school children do not focus upon other areas of mathematical learning, to develop children's knowledge and understanding even further.

## What the setting needs to do to improve further

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

- make the most of all opportunities to consistently challenge and extend children's learning further in self-chosen play
- enhance teaching practices more, to support children's mathematical development even further.

### Inspection activities

- The inspector observed staff and children in their indoor and outdoor activities.
- The inspector completed a joint observation with the deputy manager.
- The inspector viewed the safety of the premises and checked documentation, including evidence of staff suitability.
- The inspector held discussions with the manager, staff, parents and children.
- The inspector sampled the children's online records of development.

### Inspector

Sarah Denman

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a confident knowledge of how to deal with any child protection concerns should they need to. Management has robust recruitment and induction procedures and ensures all staff are suitable to work with children. This helps to safeguard children's welfare successfully. The management team oversees staff development effectively. They have regular meetings to manage staff performance and to discuss continual professional development. For example, all staff have undertaken training on supporting children's speech and language skills. This has had a positive impact in helping children to become more confident when engaging in conversations with their friends and adults. The managers make good use of additional funding to support all children's ongoing development.

### Quality of teaching, learning and assessment is good

Staff know the children well and effectively plan interesting opportunities to support next steps in learning effectively. For example, pre-school children enjoy water exploration, squeezing handles, and tipping and pouring water between containers, which strengthens the hand muscles later used for pencil control. Staff skilfully support children's understanding of the world. For example, a neighbouring apple tree sparks discussions about how trees grow from the seeds inside the apple to a big tree producing fruit which is good for their bodies. Staff support children's communication and language skills well. For example, they engage children in conversations, sing songs together while playing and read stories using additional resources to enhance their experiences further.

### Personal development, behaviour and welfare are good

Staff provide a warm, welcoming environment and children settle quickly. Staff know each of the children very well and describe their individual characters in detail. Children consistently receive warm praise and encouragement throughout their play from staff and take pride in their achievements. For example, when persisting in trying to push or pull the playdough out of the cutter to reveal the playdough shape. Children behave extremely well. They are kind and polite towards their friends and show care and consideration for others. Staff encourage children well to learn how to keep themselves safe. For example, daily routines are adapted so that outdoor play can take place before the heat of the sun becomes too strong. Staff talk to children about wearing their hats while outside playing to protect them from the sun.

### Outcomes for children are good

Children enjoy being at nursery and become confident, inquisitive and independent learners. For example, they happily explore the various play areas and select the play equipment that they want to use. Older children listen well and respond to instructions given by staff. They are becoming confident communicators. Young children develop good social skills, taking turns and sharing equipment. Children develop the key skills required in preparation for school. Children, including those who have special educational needs, make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	130727
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	1089421
<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 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Susan Louise Thomas
<b>Registered person unique reference number</b>	RP908909
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	01273 412 100

Teddy Bears Day Nursery registered in 1991. It is privately owned and is situated in a residential area of Hove, East Sussex. The nursery is open each weekday from 8am to 6pm, all year round, excluding Christmas week and bank holidays. There are 12 members of staff who hold suitable childcare qualifications from level 2 to level 6. One member of staff has early years professional status.

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