

# Teddy Bear Nursery

Mardons House, Nightingale Way, Radstock, BA3 4NL



<b>Inspection date</b>	3 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leaders effectively support the well-qualified staff team. For example, staff have regular supervisory and team meetings. Staff use their training well to meet the needs of younger children in the nursery. Leaders observe and monitor staff teaching, making sure they support the children's needs well.
- Self-evaluation is successful. Leaders effectively include the views of staff, parents and children to help identify areas to continually improve outcomes for children.
- Leaders and staff use their research and share ideas well. For example, they have introduced 'in the moment planning' which has helped staff to plan effectively for children's learning to ensure they make good progress.
- Children behave well. Staff are caring and are good role models. For example, they help children understand how to take turns, share, and be kind and respectful to others.
- Leaders and staff support children and their families very well. They work in effective partnerships with other professionals to support children's specialist care, welfare and learning needs.

### It is not yet outstanding because:

- At times, staff complete tasks for children rather than encouraging them to do things for themselves to support them to develop their independence skills to the highest levels.
- Staff do not consistently organise some activities or changes between activities effectively to maintain children's learning.

## What the setting needs to do to improve further

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

- extend the opportunities for children to do things for themselves and become more independent
- review the organisation of some activities and routines, in particular to support children to remain more interested and engaged in all learning opportunities.

### Inspection activities

- The inspector observed activities and the quality of teaching throughout the nursery.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. For instance, they keep their knowledge up to date through regular training. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Leaders and staff monitor children's achievements closely and make good use of data about children's progress, to make changes where they identify weaker areas in learning. Leaders work well to use additional funding effectively, to ensure gaps in children's learning narrow and they make good progress. Partnerships with parents are effective. Leaders and staff keep parents well informed about their children's learning. For instance, through regular parents' meetings to discuss children's progress. Parents are very complimentary about the staff team. For example, they comment on how well staff share ideas on how they can support learning further in the home.

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

Staff have a good understanding of how children learn. They use this knowledge to provide a good variety of stimulating play experiences that promote children's active learning. They support children well to express their creativity. For example, children make very original models, such as 'sparkly princess castles' and the 'Titanic', from recycled materials. Staff support younger children well to discover using their senses, such as experimenting with pouring glue into containers and exploring crisp, crunchy leaves outdoors. Staff encourage children to develop a love of stories and books. For instance, they plan storytelling sessions for children to be actively involved in acting out the storylines.

### Personal development, behaviour and welfare are good

Staff support children's physical abilities well. For example, children have opportunities to be outdoors on a daily basis. They take part in movement sessions and think of different ways to move their bodies. Children have a good understanding of healthy lifestyles. For instance, they confidently discuss that eating healthy food helps them to grow strong. Children develop a positive awareness of similarities and differences between themselves and other people. For instance, they learn about a wide range of cultural festivals.

### Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. They are confident, happy and motivated to learn. They listen attentively during adult-led group activities. All children make good progress. They develop their early literacy skills well. For example, children explore making marks and talk confidently about the meaning of the marks they have made. They recognise written words of importance to them, such as their names.

## Setting details

<b>Unique reference number</b>	EY493549
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	1028254
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Teddy Bear Nursery (Westfield) Committee
<b>Registered person unique reference number</b>	RP908641
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07759859025

Teddy Bear Nursery registered in 2015. It is based in Radstock. The nursery operates from 8.30am to 3.30pm on Monday to Friday, during term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are eight staff employed to work directly with the children. Of these, seven hold relevant early years qualifications at level 3 and one holds a qualification at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

