

Teddies Epsom

St John Chandler Hall, Church Road, Epsom, KT17 4AB



Inspection date	3 October 2017
Previous inspection date	Not applicable

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

- Children make good progress in their learning and development. Staff work very well with toddlers and pre-school children. They constantly talk or sing to children, introducing new words as they do so. This helps to promote children's language.
- Staff caring for babies and new children are very attentive to their needs. They offer reassurance and cuddles as necessary to help children feel secure.
- Children are well behaved. They enjoy specific responsibilities, such as being the 'helper of the day'. Children are encouraged to be polite to each other and to adults.
- Parents speak very highly about the level of care and education that their children receive. They say that their children are always talking about the staff and about the fun they have had. There are strong partnerships with teachers of schools that children attend. This helps to support the move from the nursery to school.
- The well-qualified management team is committed to continually making improvements. Effective self-evaluation identifies priorities for improvement, such as implementing children's views more consistently in the planning of activities.

It is not yet outstanding because:

- Staff do not consistently extend older children's mathematical skills during everyday activities, to support their learning further.
- The monitoring of staff performance is not strong enough to clearly identify how individual staff members can raise the quality of their practice to the highest level.

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 broaden older children's understanding of mathematical concepts during everyday activities, to support their learning experiences further
- review and improve the arrangements for staff performance management to help identify and build on the teaching skills of staff, particularly those who care for younger children, to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed how staff ratios are met. She also observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the management team, staff, children, parents and carers at appropriate times.
- The inspector looked at samples of children's records and planning documentation. She also looked at evidence of the suitability of staff working with the children.
- The inspector carried out joint observations with the deputy manager. She also held a meeting with her and members of the management team.
- The inspector sampled a range of other documentation, including the safeguarding policy and procedures.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team ensures that staff have an up-to-date knowledge of safeguarding and current legislation. Staff confidently explain the procedures that they would implement if they were concerned about a child's welfare. They are also secure in their knowledge about the whistle-blowing procedure. Staff routinely check that all areas and resources are safe for the children to use. Secure recruitment, induction procedures and ongoing meetings help to continually ensure that staff are suitable for their role. The management team works closely with staff to check ratios are maintained and to monitor the progress of children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's learning and development needs. They use their observations and assessments to successfully plan for children's progress. Some staff are well qualified and use their skills very well. They know how to make learning enjoyable and use children's interests effectively to help extend this. For example, older children take part in early science experiments, such as creating models of volcanoes. Toddlers enjoy exploring different textures and confidently let staff know when they have finished their paintings. Staff provide good support for children who speak English as an additional language. Babies and younger toddlers enjoy freely exploring the resources set out for them. They develop their confidence and persevere as they join in with games, such as peek-a-boo, and learn how to successfully use interactive toys.

Personal development, behaviour and welfare are good

Children are provided with two key persons. This contributes to the good partnerships that staff have with parents and children. Staff caring for babies follow home routines to help children settle and they ensure that their comforters are easily available. Children enjoy freshly cooked meals, which are prepared on the premises. Children's dietary needs are met. Staff sit with the children when they are eating and respond effectively to their needs. Children's independence is well promoted. They are provided with plenty of opportunities for exercise and fresh air. They learn to keep themselves safe, for example, by giving their friends sufficient space when using the climbing apparatus.

Outcomes for children are good

Children are gaining the key skills they need for school or the next stage in their learning. This includes those who speak English as an additional language. They are confident communicators, good listeners and ask questions about stories staff have read to them. They recognise letters and attempt to write these. Children develop strong physical skills and enjoy taking part in challenging activities, such as a stimulating obstacle course. They jump, climb, balance and use balls for a purpose.

Setting details

Unique reference number	EY493798
Local authority	Surrey
Inspection number	1114127
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	70
Number of children on roll	44
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	Not applicable
Telephone number	01372743474

Teddies Epsom re-registered as part of the Bright Horizons group in 2015. The nursery employs 15 members of childcare staff. Of these, three hold qualified teacher status, one staff member holds a level 6 early years qualification, and three staff members hold a level 3 early years qualification. The nursery also employs regular bank staff. The nursery opens each weekday from 8am to 6pm for 52 weeks of the year.

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