

The Teddy Bears Inn Day Nursery Ltd

6 Guntons Road, Newborough, PETERBOROUGH, PE6 7QW



Inspection date

Previous inspection date

3 January 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The temperature of the baby room is not consistently maintained at an appropriate level. It is sometimes too cold to allow children to play comfortably.
- Staff overlook some opportunities to further promote children's developing thinking skills. They sometimes ask questions but move on before children have had time to form and express their responses.
- Staff are distracted with tidying away at times of transition between activities. They do not offer the same good level of interaction, teaching and learning for children as at other times.

It has the following strengths

- Managers demonstrate a strong commitment to continuous improvement. They have high expectations for the provision and the quality of care and learning for all children.
- Staff know the children well. They talk confidently about where children are in their learning and development and what they need to do to support their continuing progress. Staff are confident to carry through their findings into planning. Children are happy and settled in this friendly nursery.
- Strong partnerships have been established with the local primary school. These help to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

What the setting needs to do to improve further

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

Due Date

- ensure the premises are fit for purpose, with regard to maintaining a suitable temperature in all of the rooms used by children. 05/01/2018

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

- make the most of opportunities to promote children's developing ability to clarify their thinking and respond to questions
- review the organisation of the transition between routine activities to ensure that children continue to enjoy a high standard of play, teaching and learning.

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 at appropriate times throughout the inspection and completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff do not always organise the physical environment well enough to fully ensure children's comfort. However, risk assessments are carried out to ensure that children are able to play safely. Management is flexible to allow for families' changing childcare needs. Appropriate ratios of adults to children are maintained. Safeguarding is effective. There are clear procedures in place that staff would follow if they have a concern about a child's well-being. Staff are encouraged in their professional development and there is a regular programme of supervision to provide an effective system of support and mentoring. Reflective practice is embedded into the self-evaluation process. The nursery management team monitors the learning and development requirements well. This helps to ensure that any gaps in children's learning are quickly identified and any necessary interventions are sought.

Quality of teaching, learning and assessment is good

Staff observe children as they play and evaluate their observations well. Staff are confident to carry through their findings into planning. Children benefit from a wide range of toys and resources to support their learning. The thoughtfully planned playrooms effectively support all ages of children to engage in purposeful play. Staff engage well with the children most of the time and chat to them as they play. They encourage children during activities and take opportunities to extend their learning. For example, when children are building with wooden bricks, staff count with the children and encourage them to compare the height of towers. Children explore technology confidently. They enjoy playing outdoors and develop their physical skills in the well-resourced garden. Those children who learn best from being outdoors are able to do so.

Personal development, behaviour and welfare require improvement

The room used by babies is sometimes too cold and staff do not always notice. Children are provided with a balanced and nutritious diet, using locally sourced, fresh produce. Each child has a named key person to take responsibility for their daily well-being and plan for their learning and development. In the absence of the key person there is another named adult to ensure that children's care and learning continues to be met. Partnerships with parents are friendly. Parents describe the nursery as a, 'Home from home' and appreciate the, 'Lovely, friendly staff'. Children feel safe and develop close emotional attachments to staff. They behave well. Consistent ground rules are used effectively to help children understand what is expected of them.

Outcomes for children are good

Children develop the key skills needed to be ready for school. They are motivated learners who confidently lead their own play. Children understand that print carries meaning and older children show awareness of initial letters and sounds. They enjoy books and concentrate well as they listen to stories. Children learn to manage their self-care needs relevant to their age. For example, they put on their own coats and boots before going outdoors.

Setting details

Unique reference number	EY539289
Local authority	Peterborough
Inspection number	1119903
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	39
Number of children on roll	57
Name of registered person	The Teddy Bears Inn Day Nursery Ltd
Registered person unique reference number	RP539288
Date of previous inspection	Not applicable
Telephone number	01733 810171

The Teddy Bears Inn Day Nursery Ltd registered in 2016. The nursery employs 10 members of childcare staff. The owner holds early years professional status and eight staff members hold early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery receives funding to provide free early education for children aged two, three and four years old.

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.

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