

# Teddy Bears Nursery

Teddy Bears Nursey, Heath End Church, Nuneaton, Warwickshire, CV10 7JB



## Inspection date

24 May 2018

Previous inspection date

11 December 2014

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

- Self-evaluation is accurate. The new manager has a clear understanding of the strengths and areas for future development of the nursery. She is proactive in using the views of others, such as parents, to help develop practice further.
- Staff effectively teach children about different celebrations and to show respect for others. For example, they organise a 'royal wedding party' for children and their parents to attend. Children draw pictures of wedding dresses, play party games and learn about the traditions of members of the royal family getting married.
- Staff interact well with children and use a range of questioning techniques to check children's knowledge and to encourage them to express their ideas. Children are learning the skills they need for school.
- Children's behaviour is good. They are learning how to follow rules, such as sharing toys with others. Staff use effective and consistent procedures to manage children's behaviour.

### It is not yet outstanding because:

- The manager has not fully embedded the new system for monitoring staff's teaching to help raise the quality of practice even further.
- Staff do not promote children's literacy skills to the highest possible level, especially for those children who speak English as an additional language.
- The recently amended assessment of children's starting points does not encourage parents of new children to share detailed information about children's capabilities.

## What the setting needs to do to improve further

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

- strengthen the monitoring of staff's teaching to help to raise the quality of practice to an outstanding level
- maximise opportunities for children, including those who speak English as an additional language, to build on their already good early reading and writing skills
- encourage parents further to share more detailed information about what their children know, and can do, when they first start attending.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

Monitoring of children's progress helps staff to identify and secure the support children need from other agencies, such as speech and language therapists. Staff have a strong commitment to working with other professionals to help reduce any differences in children's learning. Safeguarding is effective. Staff have attended local child protection training. They have a detailed knowledge of how to identify and report concerns about a child's welfare. They carry out comprehensive risk assessments of the premises. For example, staff have identified and removed fungi growing in the garden to help to minimise any potential hazards to children.

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

Staff use their knowledge and skills effectively to help to support children who have special educational needs and/or disabilities and those children who receive additional funding. For example, they have used funding to create a sensory room. Staff use the room effectively to help children to concentrate, manage their feelings and listen without distraction. Observation and planning systems are becoming well-embedded. Staff know their key children well and effectively build on their learning and interests through the activities they provide. For instance, they help older children to develop skills for school, such as literacy and mathematical skills, during a gardening activity. Children have a go at writing their own names on flower pots, count seeds and compare the sizes of different-sized containers. Staff extend this learning to teach children how to grow plants and care for them, to help to promote their understanding of the world.

### Personal development, behaviour and welfare are good

The standard of care is good. Staff are attentive to children's needs, such as supporting those who are toilet training. Children have warm relationships with staff. When they accidentally bump their head, they seek comfort from staff who deal with any accidents suitably. Staff make a record of accidents and notify parents. Each day staff set up a stimulating environment for children, inside and outside. There is a wide range of physical equipment, such as climbing apparatus. This helps to promote children's physical development and daily exercise. Staff further promote children's healthy lifestyles through the nutritious snacks they provide and good hygiene routines they teach children. The arrangements to support children in their move on to school are good. They help children to become familiar with their school and teacher.

### Outcomes for children are good

All children make good progress in their learning. Younger children develop the skills they need for the next stage in their learning. They can listen to sounds and describe what makes that noise. They can also pour with jugs and cut with knives. Children have good levels of concentration and remain engaged in learning. They are imaginative and take on roles in their play of different professions, such as a chef and waitress. Children can recognise shapes in the environment, such as a circle and square.

## Setting details

<b>Unique reference number</b>	200790
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1103058
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Diane Hutchinson
<b>Registered person unique reference number</b>	RP902937
<b>Date of previous inspection</b>	11 December 2014
<b>Telephone number</b>	02476736319

Teddy Bears Nursery registered in 1983 and is privately owned. It is open from Monday to Friday, from 9am until midday, during term time only. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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