

# Teddy Bears Day Nursery

91 Grantham Road, Bracebridge Heath, LINCOLN LN4 2PZ



<b>Inspection date</b>	3 July 2019
Previous inspection date	26 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- Some staff are not fully confident about developments in safeguarding, such as the 'Prevent' duty.
- Although teaching is strong, staff training and development does not focus sharply enough on improving the quality of teaching in order to help take this to the highest level.

### It has the following strengths

- The provider and manager are highly qualified. They use their knowledge to provide good-quality one-to-one meetings that offer personal and teaching support for staff. Furthermore, staff observe each other in practice. This helps them to feel motivated and confident in their teaching skills.
- The manager analyses children's development to identify any potential gaps in their learning or overall curriculum coverage. The manager works with staff to enhance the environment and activities on offer, to help gaps to quickly close.
- Qualified staff know children well. They ensure that the planning of activities reflects children's emerging interests and the next steps in their development. This helps children to make good progress in their learning.
- A welcoming and friendly atmosphere greets all children and their families. Staff form close emotional bonds with the children they care for. This helps them to feel safe and secure in the nursery. Children appear happy and confident.
- Parents speak highly of the staff and nursery management team. Staff keep parents regularly informed about their children's achievements.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff have a comprehensive understanding of wider aspects of safeguarding, such as the 'Prevent' duty.	08/08/2019

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

- broaden the opportunities for staff training and development, to build on the good quality of teaching.

### 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 and owner. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Sharon Alleary

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Staff demonstrate a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. Furthermore, they know the child protection referral procedure. However, some staff do not have a secure enough understanding of all wider safeguarding issues. An example of this includes how children may be at risk from extreme views and ideas. The manager is very well organised, both in her methodical approach to paperwork and her overseeing of the learning and development. She works alongside the provider to ensure there is a clear ethos and vision for the nursery. The well-planned targets for improvement ultimately improve outcomes for children. For example, the recently refurbished outdoor space offers children a wealth of experiences to enhance their learning and development.

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

Staff provide a good balance of child-initiated play and well-planned and targeted adult-led sessions. They make learning fun and exciting and as a result, children are motivated to take part and eager to learn. Following much interest in a favourite book, toddlers thoroughly enjoy being encouraged to experience different textures on their feet, such as pretend grass, leaves, water, shaving foam and mud. Staff skilfully introduce different aspects of learning into children's activities. Children begin to develop their hand-to-eye coordination using safety knives to cut up fruit and vegetables. Staff set mathematical challenges asking, 'I want five, you've got two, how many more do you need?' Staff working with babies support communication and language skills very well. They sing nursery rhymes and use props to fully engage babies, who clap and smile as they sing.

### Personal development, behaviour and welfare require improvement

Gaps in some staff's knowledge of wider safeguarding issues mean that children's welfare cannot be fully assured. Despite this, within the nursery, staff emphasise how children can keep themselves safe. For example, they demonstrate holding the bannister when children move up the stairs. Staff in the baby room offer security and warmth towards the babies they care for. Babies smile, hold their arms out, enjoy cuddles and babble in response to social interactions. Children make excellent use of the superb garden space. They eagerly take part in physical activities outdoors. They listen to instructions and then move around the garden in a variety of ways, such as galloping, tiptoeing and hopping.

### Outcomes for children are good

Children gain many important skills that they need for their future learning, such as moving to a new room or going to school. Babies explore and investigate. They repeatedly put their ball down a tube and excitedly clap when it appears at the other end. Children of all ages enjoy creative and imaginative experiences. They play with sand and shaving foam enthusiastically. Others become engrossed for long periods of time while exploring role play. This helps children to develop and extend their own ideas. Children demonstrate superb social skills. They thoroughly enjoy engaging visitors in conversations. They confidently access toys and games independently, and engage staff in their chosen play.

## Setting details

<b>Unique reference number</b>	EY417037
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10064683
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Teddy Bears Day Nursery Partnership
<b>Registered person unique reference number</b>	RP903803
<b>Date of previous inspection</b>	26 October 2015
<b>Telephone number</b>	01522 511505

Teddy Bears Day Nursery registered in 2010. The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 and above, including the provider and manager who have degrees in early years. The nursery opens from Monday to Friday all year round, closing for one week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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