

Inspection of Teddy Bears Day Nursery

The Hub, Waterfall Lane. Waterhouses, Stoke On Trent, Staffordshire ST10 3HT

Inspection date: 11 January 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this nursery and they settle well. They benefit from a range of play opportunities, which they are confident to explore. Children are constantly learning and show high levels of engagement. They lead their own play and are confident to engage others in their experiences. For example, pre-school children make soup and use real oranges to add flavour. They tell their peers they are squeezing their oranges and encourage them to smell the scent of the oranges on their hands. Babies drip red 'gloop' over their peers' hands and together they watch as it slowly drips back into the tray. Children develop friendships and display high self-esteem. Behaviour is good.

Children learn through a wonderful mix of dynamic, hands-on learning experiences. They are supported by staff who have a good understanding of what they want children to learn. Older children have lots of opportunities to practise new taught language as part of a well-planned nursery environment. Babies are given time to test ideas and practise through trial and error. They develop hand-to-eye coordination and fine motor movements through exploring inset jigsaws. They independently practise positioning the jigsaw pieces into the space and repositioning them again to ensure they fit.

Mixed ages of children are happy to learn together outdoors. Children go on bug hunts, climb up slides and balance on chalked lines. They gain confidence and reassurance as staff continually offer them praise and encouragement. Children benefit from respectful key-person relationships.

What does the early years setting do well and what does it need to do better?

- Staff support children to settle well. Parents believe the nursery provides a 'very good induction process'. Children are happy and managers welcome staggered visits where children can build up their hours to ensure their needs are met. Children's emotional needs are considered and supported. Babies benefit from having their own individual books which display photographs of their families.
- Children are supported very well as they transition between rooms because there is a secure key-person system in place. Children attend visits to the next room with their key person, who helps them to feel safe and secure. Staff know their key children's starting points and plan opportunities to further meet their developmental needs. Through observation and assessment, staff carefully evaluate when children are ready for their next stage of learning.
- Children's language is developing well because they constantly hear new words. Staff use words such as 'runny' and 'squidgy' to describe how 'gloop' feels. Pre-school children learn and repeat 'beak' and 'feather' when talking about penguins. Staff carefully present information to children to embed language. For

example, they explain learning intentions before they start their activity. This promotes conversation. Staff use descriptive language when looking at different winter animals. Older children learn why animals might look different. They understand why a sea lion is not a penguin. Staff are careful to not provide children with answers. They encourage children to investigate, solve problems and develop reasoning for themselves.

- The manager has a clear vision for the nursery. There are effective monitoring tools in place to support staff's confidence and practice, including regular supervision meetings. Leaders and managers considered the impact of COVID-19 on both staff and children. This is reflected in how they record children's assessments and communicate next steps with parents. However, at times, assessment procedures are not consistent. Information about how parents can support learning at home is not always shared. This means parents are not always clear about children's progress.
- Healthy menus meet the needs of all children, including those who have allergies. Staff eat the same meals as children to encourage good eating. Children learn that healthy eating makes you big and strong. Children of all ages have a good relationship with food. They eat confidently and develop independence.
- Managers monitor and evaluate the daily routine to ensure that individual children's care needs are met, including nappy changing procedures. They support older children to independently manage their own personal needs.
- Children are in control of their own learning because staff encourage them to explore a variety of resources independently. Staff consider whether resources are purposeful and age-appropriate to enhance children's learning. At times, staff do not consistently help children to understand how to keep themselves safe during activities. Furthermore, they do not always ensure that the area in the baby room is organised to provide a clear space for children who are beginning to walk.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms that might indicate a child is at risk of abuse or neglect. Staff know who to report to if they have any concerns about a child's welfare. They understand the importance of listening to the children and asking open-ended questions. Staff know a wide range of safeguarding issues, such as female genital mutilation and the 'Prevent' duty. They understand that changes in behaviour are a key indicator of abuse. Staff are confident to whistle blow if they have concerns about the behaviour of another member of staff. Managers have attended safer recruitment training and there are robust procedures in place to ensure staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- organise the premises even more effectively, especially in the baby room, to ensure that children who are beginning to walk have a clear space to practise their skills
- teach children to keep themselves safe during activities, including how to use tools effectively
- provide parents with even more information about their child's progress and help them to support children's continued learning at home.

Setting details

Unique reference number	2528677
Local authority	Staffordshire
Inspection number	10208381
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	27
Number of children on roll	53
Name of registered person	McCarthy, Debra
Registered person unique reference number	2528676
Telephone number	07896917801
Date of previous inspection	Not applicable

Information about this early years setting

Teddy Bears Day Nursery registered in 2019 and is situated in Waterhouses, Staffordshire. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- A joint observation was carried out by the inspector and the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff, and safeguarding and complaint policies.
- The views of parents were considered by the inspector through verbal discussions.

We carried out this inspection 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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