

# Inspection of Teddies Nursery

Teddies Nursery, 24 Kenwood Park Road, SHEFFIELD S7 1NF

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Inspection date:

25 October 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

Children's safety is compromised, as staff do not have sufficient knowledge and understanding about safeguarding. In addition, staff do not have high enough expectations of children. Children do not benefit from teaching that is consistently good and focused on them achieving their full potential, in preparation for starting school.

Despite these weaknesses, older children form close relationships with each other. Children's behaviour is positive. Younger children share resources when they play alongside each other. Older children help each other to complete tasks and share ideas with their friends. Babies explore wooden puzzles. Older children make slime out of coloured water and pumpkin seeds. However, staff are unable to provide coherently planned and ambitious activities that stimulate children's learning. This means that some children are wandering around aimlessly for long periods of time.

Staff help children to develop a healthy lifestyle, providing them with nutritious meals and snacks. Older children develop good physical skills as they run and jump outdoors. They concentrate as they practise walking and balancing across the coloured stepping stones.

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

- The management team and staff do not ensure that there is an effective educational programme in place to help children make the best progress in their learning. They are not clear on what they want children to know and understand. The quality of teaching is poor, and some staff do not have a clear understanding of what children need to learn next.
- Staff do not plan motivating learning experiences for children. For example, during a pumpkin carving activity, children wait for long periods of time for their turn. This results in some children staring into space aimlessly and becoming bored. As a result, children's enjoyment and their learning and development are not fully promoted.
- Staff practice is poor, and children do not make good enough progress. Staff do not give sufficient focus to support children's communication and language skills. Opportunities are missed by staff to introduce new words and further extend children's range of vocabulary and language. Young children use dummies for long periods of time. Babies are read stories far beyond their understanding.
- The key-person system is not used effectively. Permanent staff and bank staff, several of whom are unqualified, are moved between rooms to maintain the adequate supervision of children. This does not provide continuity in children's care and learning. Furthermore, staff have a poor knowledge of the children in the rooms they are covering. For example, they cannot identify children in the

rooms who speak English as an additional language. Consequently, staff are not able to ensure that all children's care and learning fully reflects their individual needs.

- The nursery's special educational needs coordinator works with parents of children with special educational needs and/or disabilities (SEND). However, referrals are not made to the appropriate professionals swiftly. This means that children with SEND and those who require additional support are at a significant risk of falling further behind.
- The management team believes in promoting staff's well-being. However, managers do not successfully monitor staff's teaching and practice. Although some staff receive supervision sessions, these do not identify and address weaknesses in performance. Consequently, staff do not have a good enough understanding of their roles and responsibilities, and the quality of their practice is poor.
- Parents speak well of staff in the nursery. They know who their child's key person is. Parents are happy with the communication they receive, both verbally and online, and feel that they are kept well informed about their children's progress.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff have a poor understanding of child protection. Not all staff know the possible signs that a child is at risk of harm and what to do if they have concerns. Staff do not know how to follow the correct procedures if an allegation is made against a colleague. They lack a secure understanding to recognise children who are at risk of wider safeguarding issues, such as radicalisation and extreme views. Staff carry out checks on the environment to ensure the premises is safe. All accidents are recorded accurately and parents informed.

## What does the setting need to do to improve?

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

	Due date
ensure staff receive training so that they have an up-to-date knowledge of all indicators of abuse and understand the procedures to follow if they have any concerns about a child	25/11/2022

improve staff's knowledge and understanding of safeguarding and of the procedures to follow in the event of allegations against staff	25/11/2022
ensure staff are up to date with current child protection legislation	25/11/2022
raise the quality of the delivery of the educational programme and teaching, and ensure that all children are fully supported to engage in challenging activities that build on their interests and what they already know and can do	25/03/2023
ensure that staff use their observations of children to identify learning priorities, and plan relevant and motivating learning experiences for each child that offer them challenge across all areas of learning	25/03/2023
improve staff's teaching practice to extend children's progress in communication and language so that they make good progress	25/03/2023
establish an effective key-person system to fully meet all children's individual needs, including those who speak English as an additional language	25/12/2022
ensure that there are effective arrangements in place to support children with SEND so that children are given the help they need to enable them to reach their full potential	25/12/2022
ensure that the arrangements for the supervision and monitoring of all staff are successful in identifying weaknesses in teaching and practice, and provide them with effective support and coaching in order to improve their performance.	25/03/2023

## Setting details

<b>Unique reference number</b>	EY349210
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10257266
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	0114 399 1615
<b>Date of previous inspection</b>	13 March 2018

## Information about this early years setting

Teddies Nursery registered in 2007 and is situated in Sheffield. The nursery employs 26 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ruth Moore

## Inspection activities

- This was the first routine inspection the provider 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 of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector, manager and deputy manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the deputy manager and the manager and looked at a sample of the setting's documents, including evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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