

Inspection of Teddies Day Nursery

Hospital Grounds, Rochdale Road, Oldham, Lancashire OL1 2BA

Inspection date: 29 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are the heart of this warm and friendly setting. Knowledgeable staff support children well. They engage children in a range of activities to spark their interest. Children recall what they have been learning about. They love to show off their developing skills. For example, the pre-school children use shaving foam and sand to make cement to build towers. Children cannot wait to tell their parents about their day and what they have learned. Babies enjoy sensory activities. They mix flour and water with their hands to make dough. Toddlers explore their developing physical skills outdoors. They build and master their own obstacle course with support from staff.

Staff have high expectations for children's behaviour and boundaries. Children learn the rules of the setting and how they can help to keep themselves safe. For example, children independently sweep up spilled sand so their friends do not slip. Children take part in daily circle-time activities in their key-person groups. This supports children to have a sense of belonging. They learn valuable social skills, such as sharing, turn-taking and respect for others. Staff share information about children's learning with parents. They engage in a daily dialogue to pass on information about what children need to learn next.

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

- Leaders and staff have created an ambitious and well-sequenced curriculum for all children. They have taken the time to get to know children well to ensure the curriculum meets their needs. However, staff need more support to fully implement the new curriculum consistently across the setting to precisely meet the needs of all children.
- Leaders review children's learning regularly. They look at the progress they have made and identify any gaps. This enables them to plan for children's next steps. Leaders share this information with staff and discuss any training needs that may arise. As such, all children make good progress.
- Children access a range of activities and experiences to capture their interest. Staff challenge children's learning and build on what they already know. Children recall and talk confidently about their activities. As such, children develop a deeper knowledge and understanding of their own learning.
- Leaders and staff place communication and language at the heart of the curriculum. Singing nursery rhymes and telling stories are key parts of the day for all children. Pre-school children have a literacy focus for their activities. For example, staff introduce the story 'The Gingerbread Man' at circle time. Children then access activities to help bring the story to life. Consequently, children develop the important skills needed to become storytellers.
- Staff constantly talk to children and narrate their play. Staff ask open-ended

questions and allow children time to think and give their response. Staff model effective communication skills and engage even the youngest children in two-way communication. Therefore, all children learn to communicate effectively, sensitively and appropriately.

- Leaders and staff have worked hard to get to know their key children. By embedding the key-person system, staff know the children well and can identify their needs. Staff know when children are in need of challenge, or when they need some quiet time. This shows that care practices are well established, ensuring that children feel that they belong.
- Parents feel supported and informed about changes within the setting. Staff share children's learning objectives and next steps with parents. Staff send photos and comments to celebrate 'wow' moments in the children's learning. Consequently, partnership with parents is effective, and information is shared with transparency.
- Leaders and staff work together to support children with special educational needs and/or disabilities. The setting hosts regular meetings with parents and professionals involved with the family, such as speech therapists. This ensures that each child has the support in place to make progress, regardless of their starting points.
- Leaders reflect on their practice and identify areas for improvement. They have a clear improvement plan, and staff help them to put it in place. Supervision sessions take place monthly, with targets set and reviewed. Through continuous monitoring, leaders are able to track the effectiveness of training. Overall, this helps staff to offer a good quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their roles and responsibilities in relation to keeping children safe. They know the signs and symptoms of abuse and know what they would do if they had concerns about a child's welfare. All staff attend mandatory safeguarding training as part of their induction. Safety and security are a high priority for leaders and staff. All internal and external doors are operated via a key-pad system. Visitors are signed in at the entrance and are unable to enter the building unsupervised. Health and safety practices are implemented across the setting. Leaders implement 'Safer Food, Better Business' to ensure food safety is managed effectively at all times.

What does the setting need to do to improve?

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

- continue to support staff to develop a deep understanding of the curriculum intent so they can focus their teaching more precisely.

Setting details

Unique reference number	508105
Local authority	Oldham
Inspection number	10265758
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	95
Name of registered person	Network Nurseries Limited
Registered person unique reference number	RP906985
Telephone number	0161 652 7156
Date of previous inspection	27 June 2017

Information about this early years setting

Teddies Day Nursery registered in 1994. It is located within the grounds of the Royal Oldham Hospital in Oldham and is managed by Network Nurseries Limited. The nursery employs 15 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Highcock

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several 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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