

Inspection of Teddies Nursery

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

Inspection date:

12 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Managers and staff have work hard to address several of the actions at the last inspection. However, the quality of education still requires improvement. The activities that staff provide are not targeted well enough to help children make the progress that they are capable of. Children play cooperatively. Staff build good bonds with the children and ensure that children understand expectations for behaviour. Children behave well. They show consideration for others and learn to share and take turns. Friendships have formed among the pre-school children, and younger children play happily alongside others.

Children play in a safe and welcoming environment. Staff know the children well as individuals and meet their care needs effectively. Babies enthusiastically take part in singing time. They shake the musical instruments along with the beat of the music and babble along to the tunes. Older children take part in a wide variety of activities. These include making paintings based upon famous artists, exploring what happens if you add water to chalks and storytelling. However, although children initially show enthusiasm for the activities, they lose concentration and disengage easily due to the lack of appropriate challenge in their learning.

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

- The curriculum covers all areas of learning. However, the implementation of the curriculum requires improvement. Assessments of children's learning are not accurate. Staff do not use their planning and observations to provide experiences that build on what children already know and can do. This does not ensure that all children make good enough progress in their learning from their starting points.
- Staff play alongside children and show interest in what children are playing with. However, staff do not always consider how they can support the needs of children who speak English as an additional language. They do not take action to help these children to be engaged and make better progress in their learning.
- The leadership team has a clear vision for the future of the nursery. Staff comment positively on the support they receive from the leaders. Leaders complete supervisions regularly. However, supervisions are not focused enough on raising staff's overall performance and the quality of teaching that children receive.
- Children take part in bear hunts and blanket songs. However, the implementation of group activities is not successful. Sometimes, there are not enough resources for each child to have a turn. The activities are lengthy and do not consider the children's individual needs. As a result, some children lose focus and become disinterested.
- Children's communication and language skills are good. However, some staff do

not always ask questions that encourage children's speech or give children enough time to respond to questions. Staff use signing as an additional form of communication with children who are developing their speaking skills. Very young children receive good support as they progress from saying single words to putting two or three words together.

- The extra funding received for some children is spent appropriately in order to meet the needs of the child. Managers liaise with a range of professionals to work together to support the needs of children with special educational needs and/or disabilities. They share useful information with schools to support transitions for children.
- The staff support children's understanding of a healthy lifestyle. Children eat healthy foods. Drinking water is available at all times and staff talk to children about why it is important to drink water and stay healthy. Children are physically active every day, indoors and outdoors.
- Partnerships with parents are good and well established. Staff work closely with parents to get to know their children and to share information about their children's day at nursery. Some parents say that they are happy with the care that their children receive and how they are well informed about their children's learning through the electronic system.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have developed a secure knowledge of how to safeguard children. They understand their responsibilities to keep children safe at all times. Staff undertake regular safeguarding training to update their knowledge. They have a good understanding of the signs and symptoms of abuse. Staff know the procedures to follow if they have a concern about a child in their care as well as the whistle-blowing procedure. The manager implements robust recruitment and vetting checks. Staff support children to keep themselves safe. Older children know why they must not run in the nursery. Staff supervise children closely.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the implementation of the curriculum and the use of accurate observations, assessments and planning to build on what children already know and can do effectively to ensure children make the best possible progress	12/10/2023

provide better support for children who speak English as an additional language, so that they can develop relationships with other children and make better progress in their learning	12/10/2023
implement effective supervisions that focus on raising staff's overall performance and improving the quality of teaching that children receive.	12/10/2023

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

- review the implementation of group times in order to maximise the learning opportunities for every child
- give children more time to process their thoughts while in conversation with them and when asking them questions.

Setting details

Unique reference number	EY349210
Local authority	Sheffield
Inspection number	10266900
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 4
Total number of places	76
Number of children on roll	107
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0114 399 1615
Date of previous inspection	25 October 2022

Information about this early years setting

Teddies Nursery registered in 2007 and is situated in Sheffield. The nursery employs 27 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

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of 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 is organised.
- The inspector held a meeting with the nursery manager, the deputy manager and two managers from head office and looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector spoke to several parents and carers 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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