

# Inspection of The Teddy Bears Inn Day Nursery Ltd

6 Guntons Road, Newborough, PETERBOROUGH PE6 7QW

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Inspection date: 20 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive enthusiastically at the nursery, eager to begin their day. They excitedly tell staff their news and greet their friends. Children have formed strong bonds with staff, who are kind and caring. Staff working with younger children provide warm, consistent care and respond to babies' needs. They make sure they stay close by, comforting babies when they are tired or upset.

Staff carefully plan interesting learning opportunities outdoors. Children enthusiastically wash the dolls and brush their teeth, recreating familiar scenarios from home. They investigate different smells and textures as they mix spices, herbs, and citrus fruit together to make 'soup'. Children work together to build a computer from bricks. They explain how they looked up the information on a computer, so they knew how to make one.

Children's behaviour is good. They listen to others, take turns, and share resources willingly. Staff support children's personal and social development well. They lead by example and help children to understand how to show consideration for each other. Older children are confident communicators. They readily engage in conversations with their peers and adults. Babies hear some new words, which helps them to develop their language.

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

- Staff have a good understanding of their children and use this knowledge to plan for each child's individual learning. This helps them to decide what to teach children. Staff liaise with parents and other professionals, so that children with special educational needs and/or disabilities (SEND) receive the support they need. This ensures children with SEND make the best possible progress.
- Children become engrossed in well-read books. They remember the story of 'We're Going on a Bear Hunt' and that the person who wrote the book is called an author. Children also remember that the person who drew the pictures is an illustrator. They join in enthusiastically with the familiar words and retell the story with excitement.
- Children develop good physical skills and gain an understanding of healthy lifestyles. They carefully walk across a balance beam and scoot along on ride-on toys. Children readily choose to sit at the mark-making table, where they practise their early writing skills. Some enjoy 'writing' and others form recognisable letters, explaining that the letters say their name.
- Babies show interest in resources and particularly enjoy climbing in and out of wooden boxes. Staff provide sturdy furniture for them to pull themselves up to standing or lean against during play. However, the space for toddlers is less well organised, which means sometimes they cannot move freely to make the most

of the interesting activities on offer.

- Children are very independent for their age. They competently manage their personal needs, putting on their shoes or washing their hands. Staff show children how to complete simple tasks and this helps children to master new skills. For example, they lay the table for lunch and competently serve themselves.
- Older children are developing good communication skills. They have acquired a wide vocabulary, which they use readily. Staff talk to children during activities, ensuring they pronounce words correctly, and ask questions that engage children's thinking. Staff working with younger children interact with them. Sometimes these interactions are not always purposeful, so that children benefit from effective back-and-forth conversations.
- Partnerships with parents are well established and valued. Parents provide very positive comments about their children's experiences at the nursery. They say that staff are approachable and share good information about their children. Parents also say that their children are learning life skills, which they use at home, helping to prepare meals and setting the table.
- The provider has a good overview of the nursery and offers effective supervision, ensuring staff have regular opportunities for training to enhance their practice. Staff work well together and there is a strong team spirit. They say they enjoy working at the nursery and feel valued and supported to do a good job.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection. They know the importance of acting swiftly to protect children and the procedures to follow. Regular safeguarding training and professional discussions help to keep their knowledge up to date. The provider has robust recruitment and vetting arrangements in place to help ensure that staff working with children are suitable for their role. This includes checking staff's ongoing suitability. Effective staff deployment means that children are well supervised and cared for. Staff carry out daily checks to ensure that the premises remain safe and secure.

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

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

- review the organisation of the space for younger children, so they can move freely to make the most of the interesting activities on offer
- help staff to engage in more effective interactions with younger children that provide rich opportunities to develop children's growing communication and language skills.

## Setting details

<b>Unique reference number</b>	EY539289
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10299684
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	39
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	The Teddy Bears Inn Day Nursery Ltd
<b>Registered person unique reference number</b>	RP539288
<b>Telephone number</b>	01733 810171
<b>Date of previous inspection</b>	22 June 2022

## Information about this early years setting

The Teddy Bears Inn Day Nursery Ltd registered in 2016. The nursery employs nine members of childcare staff. The provider holds early years professional status, and six staff members hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. It receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Emma Bright

## 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 nursery.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The provider/manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the provider/manager.
- The inspector had discussions with staff at appropriate times during the inspection. She took account of parents' views through written and verbal feedback.
- A meeting was held between the inspector and the provider/manager. The inspector looked at relevant documentation, including the medication records and evidence of the suitability of staff.

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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