

Inspection of Teddy Bear Nursery Limited

167-169 Milnrow Road, ROCHDALE, Lancashire OL16 5BA

Inspection date: 23 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and cheerful in the nursery. They have positive relationships with staff and their peers. Children engage in exciting activities provided by the staff. For example, they use small hammers to break dinosaurs out of pieces of ice. This helps children to persevere with challenges and develop a positive attitude towards learning which they will need for their future success. Staff respond sensitively to children's needs and support them to acknowledge others' feelings. Children have a good understanding of the nursery routine. The curriculum is well thought out and children are engaged in play and learning.

Children's transitions are supported well in the setting and in preparation for school. For example, they try on various school uniforms in the role-play area. This sparks meaningful conversations about their upcoming transitions. Older children are encouraged to self-serve their meals at lunchtime and carry their plates over to the table. This helps children to develop their independence in preparation for school. Children talk with their peers and interact in a positive and friendly manner. They are confident and show that they feel safe in their environment. They talk with visitors and show them paintings they have made at nursery. All children make good progress.

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

- The manager has a clear intent for the nursery curriculum. There is a focus on communication and language for all children. For example, children engage in looking and listening sessions in small groups. This supports them to develop listening skills and gives children opportunities to use newly learned vocabulary.
- Staff provide children with lots of opportunities for physical play. For example, children have opportunities to play outside and climb on the nursery climbing frame. This supports children to develop their agility and risk-taking skills.
- The staff team regularly organises outings for the children. For example, children visit the local farm with their peers and have opportunities to pet and care for different animals. This provides them with new experiences and opportunities to learn about the wider world.
- Children with special educational needs and/or disabilities (SEND) have strong bonds with their key person. They use spoken language and gestures to request what they would like. This helps them to feel comfortable in their surroundings and supports their well-being. Leaders work well with outside agencies for SEND. This ensures that all children make progress in their learning and are prepared for their next transition.
- Staff have strategies in place to support children's behaviour. However, these are not consistently used by all staff. For example, some staff do not recognise the appropriate time to step in and support children to solve conflicts. This

results in children being upset by others' behaviours.

- Parents speak very highly of the staff and nursery. They comment on the settling-in period and how they were made to feel at ease. They say that the nursery regularly keeps them updated on their child's learning. These partnerships help to support children's ongoing development at home.
- Staff training has a positive impact on children's learning. For example, after recent training, the staff have introduced yoga and mindfulness sessions for children. These support children to identify emotions, which helps children to learn to self-regulate. Children's emotional well-being is supported well.
- Leaders and managers provide staff with opportunities for supervisions and discussions, which supports their well-being. However, leaders and managers do not give staff specific feedback to support their teaching of the curriculum. This means that staff do not consistently receive feedback to support their individual professional development.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to keep children safe. There are robust procedures in place for staff to follow if they are concerned about a child in their care or the conduct of a member of staff. Staff know who to report concerns to. This ensures that children receive the correct support they need from outside agencies. The manager has robust systems in place which support safer recruitment procedures. This ensures that children are cared for by appropriate individuals. Children are well supervised in the nursery, which helps to keep them safe.

What does the setting need to do to improve?

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

- support staff to consistently follow behaviour strategies to support children to understand behaviour expectations
- provide staff with focused individual feedback to support their professional development and to further improve the teaching of the curriculum.

Setting details

Unique reference number	EY320533
Local authority	Rochdale
Inspection number	10263542
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	111
Name of registered person	Teddy Bear Nursery Limited
Registered person unique reference number	RP526040
Telephone number	01706 345622
Date of previous inspection	4 May 2017

Information about this early years setting

Teddy Bear Nursery Limited registered in 1999, opening an additional premises in 2006 across the road. It is situated in Rochdale and operates between the hours of 7.30am to 5.30pm, all year round. The nursery employs 12 childcare staff. Of these, one holds a level 6 qualification, nine hold a level 3 qualification and two hold a level 2 qualification. The nursery provides funded childcare for two-, three- and four-year-old children.

Information about this inspection

Inspector

Remi Stennett

Inspection activities

- This was the first routine inspection the nursery 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to, or communicated with, the inspector during the inspection.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- This inspection was carried out on the same day at the partner branch across the road.

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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