

Inspection of Teddy Bears Nursery School

232 Southampton Road, PORTSMOUTH PO6 4QD

Inspection date: 17 July 2023

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 separate from their parents with ease as they excitedly enter the nursery. Babies have close relationships with nurturing staff who know them well. They cuddle together reading stories and singing joyfully throughout the day. Children feel safe and secure. They confidently find their pegs to place their items from home. Staff warmly welcome children into their rooms.

The manager has high expectations for children's behaviour. Staff implement this throughout the nursery and remind children to use 'kind hands' and 'walking feet'. Older children demonstrate an excellent understanding of the significance of following rules. They clearly explain why it is important to wait by the bus picture for an adult when they are preparing to go upstairs.

Staff plan learning experiences that build on children's current knowledge and aim to extend it further. When children engage in attention and listening activities, they become excited by the different objects and spontaneously begin suggesting rhyming words. Staff follow this interest closely and introduce a game to broaden children's knowledge of words that rhyme. Children have highly positive attitudes to learning and develop strong literacy skills.

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

- The manager has an ambitious curriculum that has been carefully created to enhance children's learning as they transition through the different rooms at the nursery. Staff implement this curriculum well. They plan activities that allow children to develop knowledge across all areas of learning. This supports children to make good progress.
- Staff support babies' physical development closely as they climb on soft play equipment. They excitedly learn how to balance in the thoughtfully designed outdoor play space. At times, staff notice that children are tired and communicate this with them. However, the structure of the nursery routine means that staff do not always respond to these needs in a timely manner. This does not support children's understanding of their personal needs as much as possible.
- Communication and language skills are strongly supported. Staff talk with children throughout activities and routines to extend their conversational skills and introduce new words. Children engage in singing activities frequently and learn the actions for familiar rhymes through repetition.
- Staff teach children about the importance of caring for their teeth and looking after their bodies. At snack time, children learn the names of different vegetables, and staff explain their nutritional benefits. Children are confident to explain the health benefits of milk and water as staff encourage children to

consider their oral health. Children receive consistent messages that promote their knowledge of a healthy lifestyle.

- Children are highly involved in their activities and remain engaged for long periods of time. They become absorbed in sensory activities with 'crunchy' cereal and 'soft' soil. Staff encourage children to use their imaginations as they explore farm animals and mix in water to create different textures. Children are confident and interested learners.
- Parents explain that they receive feedback about their child's day when they collect them and often have an opportunity to discuss anything they need to with their child's key person. However, this can be inconsistent. Parents discuss that the information they receive can vary. At times, they are unclear on their child's current learning or how they can support their learning further at home.
- Staff work closely with professionals to ensure that children with gaps in their learning are quickly identified and supported. When children need additional support with speech and language, parents and staff work together to make necessary referrals. Managers encourage professionals, such as health visitors, to visit the setting so that they can complete assessments together. The special educational needs coordinator creates targeted plans to support children in achieving the best possible outcomes.
- Children are highly independent. They confidently write their names and register as they arrive for snack times. Children learn how to pour their own drinks and easily tend to their own personal hygiene needs. Children are learning important skills to prepare them for their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager creates and implements a robust safeguarding policy. Staff can clearly explain the signs and symptoms that might lead them to be concerned that a child may have become victim to abuse. Staff also know the correct reporting procedures they must follow and how to access support from their local authority. Staff explain how to correctly report any concerns they might have about an adult working with children. They receive regular training to enhance their understanding and increase their knowledge of specific areas of abuse, such as female genital mutilation.

What does the setting need to do to improve?

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

- strengthen the organisation of routines to ensure that young children's indications that they need to sleep can be responded to promptly
- strengthen information-sharing with parents so that they are consistently well informed about their child's learning and can support this further at home.

Setting details

Unique reference number	EY340616
Local authority	Portsmouth
Inspection number	10301575
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	53
Number of children on roll	70
Name of registered person	Arenesarajah, Vithiyavany
Registered person unique reference number	RP902731
Telephone number	0239 238 5005
Date of previous inspection	12 January 2018

Information about this early years setting

Teddy Bears Nursery School opened in 2003 and re-registered under new ownership in 2006. It is a privately owned nursery and operates from premises situated in the North Harbour area of Portsmouth. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round, with the exception of bank holidays and one week over the Christmas period. There are 17 staff in total, two of whom hold a level 6 qualification. A further 11 staff members hold level 3 qualifications. Funding is accepted for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Nicola Houston

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector and discussed their activities.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of snack time with the manager.
- The inspector spoke to parents 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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