

Inspection of Teddy Towers

1 Lancaster Avenue, Leyland PR25 5TD

Inspection date: 13 July 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 in the welcoming nursery. They show that they feel safe as they separate from their parents with ease, keen to start their day. Children choose from a wide range of exciting activities, indoors and outside. They are eager to learn, leading their own play and happily joining group activities. Children make good progress in their learning.

Leaders and staff plan experiences to link with topics that children are exploring. This helps give children's learning real-world context and helps to broaden and deepen their understanding. For example, children bubble with excitement as animals from a local farm come to visit. They carefully take llamas for a walk and watch in awe as hens and ducks lay eggs. Children learn about generational differences as they visit and chat with residents of a nearby care home. Children learn to become thoughtful and responsible citizens.

Routines are embedded and children understand the expectations of them. They listen carefully and follow instructions, behaving well. When children encounter frustrations, staff quickly notice and step in to help. There is a strong focus on helping children understand their emotions and the impact of their behaviour on others. As a result, children are kind and thoughtful. For instance, children hold their friends' hands as they move around the setting to help keep each other safe.

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

- Leaders and staff work well together to plan a broad curriculum, based on their knowledge of what children already know and can do. Monitoring of children's progress is regular and shared with parents. Gaps in children's learning are quickly identified and plans implemented to support their learning. Activities incorporate children's interests, and they make good progress in their learning.
- Staff support children with special educational needs and/or disabilities well. They understand their individual needs and work with other agencies to ensure support is in place. Parents praise staff for their sensitive support of children's specific needs. Children make progress from their individual starting points.
- Staff support the communication and language skills of older children well. Children enjoy stories and songs throughout the day. They join in with familiar rhymes and show a good understanding of their favourite stories. They are confident communicators. However, implementation of the curriculum for the youngest children is less effective. For instance, on occasion, babies experience fewer opportunities for songs and stories from some staff than their older peers. This may affect their ability to build the strongest possible early language skills from the youngest age.
- The curriculum for mathematics is sound. Children learn about number, shape

and space. For instance, children talk about the shape and size of eggs. Children understand early mathematical concepts, such as 'one more' and 'one less'. This helps children build strong foundations for their future learning.

- Staff promote children's physical development well. Babies climb and slide on the equipment in their room and all children have daily opportunities to practise their physical skills outside. Children run around, weaving in and out of the trees. They dig in the soil, exclaiming in delight as they find worms there. Children's overall well-being is considered well.
- Staff help children build independence skills and learn healthy habits. For example, when making their own pizzas for lunch, children choose peppers and pineapple as toppings. Children develop key life skills which help them in readiness for their move on to school.
- Leaders and staff work hard to build strong relationships with parents. Parents comment on the informative communications from staff, updating them on their children's learning. Staff help parents extend children's learning at home. For instance, the lending library is well used, allowing parents and children to share books at home. This helps to promote consistency of care and learning for children.
- Leaders and staff work together to make continual improvements to the setting. They also seek out and consider the views of parents to make sure they feel involved. Staff supervisions and training are appropriate and help improve their knowledge and skills. This helps to continually improve the quality of education and care for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of safeguarding policies and procedures. They understand how to identify when a child may be at risk of harm and how to report concerns on appropriately. Leaders ensure that staff complete mandatory training and build on their knowledge of safeguarding issues. For instance, staff have recently developed their understanding of domestic violence and adverse childhood experiences. Leaders and staff understand how to report concerns about the behaviour of colleagues. Children's ongoing safety is promoted well.

What does the setting need to do to improve?

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

- strengthen implementation of the curriculum for the youngest children, particularly in relation to communication and language.

Setting details

| | |
|--|---|
| Unique reference number | EY501278 |
| Local authority | Lancashire |
| Inspection number | 10295592 |
| 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 | 1 to 4 |
| Total number of places | 33 |
| Number of children on roll | 45 |
| Name of registered person | Teddy Towers Limited |
| Registered person unique reference number | RP910123 |
| Telephone number | 01772 464642 |
| Date of previous inspection | 11 December 2017 |

Information about this early years setting

Teddy Towers registered in 2016 and is located in Leyland, Lancashire. The nursery employs 11 members of childcare staff. Of these, six staff hold appropriate qualifications at level 3 and one at level 5. The manager and one further member of staff hold a relevant level 4 qualification. The nursery opens Monday to Friday, for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

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 told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The nominated individual spoke with the inspector 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 manager and the inspector carried out a joint observation of practice together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023