

Inspection of Teddy Bears Nursery

Teddy Bears Nursey, Heath End Church, Nuneaton, Warwickshire CV10 7JB

Inspection date:

7 February 2024

Overall effectiveness	Good
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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 arrive happy and settle quickly at the nursery. Parents drop their children off at the entrance gate. Children are warmly greeted by staff. They smile and chat as they quickly immerse themselves in the wide range of activities and learning. Children choose their name card and picture to self-register themselves on the 'Who's here tree'. They gather for small key-group times with their friends and talk about how they feel today. This supports children's emotional well-being. Staff praise and reassure children throughout the session. Behaviour is good. Children learn the golden rules that help them to stay safe and think about the feelings of others. They learn to cooperate, share and take turns.

The team has high expectations for all children to do well. Children are confident and hold good levels of self-esteem. Recent changes to the curriculum underpin the children's wide range of learning needs. However, on occasion, staff do not always focus sharply enough on individual children's learning intent. At times, some children move between activities without purpose. Other children who are proficient in counting could be challenged further. Even so, children are excited to learn in both indoors and outdoors. They practise their physical skills. Children show good control of their large movements while running, stopping and starting. They competently handle equipment and develop their fine motor skills to support them in their future learning.

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

- The team has high expectations for all children who attend. The curriculum is designed to provide children with the wide range of skills that they will need to acquire to make the best possible progress. Staff are familiar with each child's individual needs. As a team, staff reflect and evaluate how the children learn. This helps them to make any minor changes as necessary to continue to improve their practice. A programme of professional development underpins the staff team's good knowledge.
- Managers understand the impact that the COVID-19 pandemic has had on children's development. Not all children were able to play and engage with other children, which has had an adverse effect on their social skills, speech and language. As such, these areas feature strongly in the curriculum. Managers consider how they make the best use of any additional funding to help children acquire the skills they will need for their next stage of learning.
- Children with special education needs and/or disabilities receive good support. Accurate assessments help staff to identify any emerging gaps at the earliest stage. Good links with external agencies reduce the delay in accessing extra support for children. Staff work with parents to help all children make the best possible progress.

- Teaching is good. Staff know the children well and use children's interests to engage them in learning. Staff use simple mathematical language in play. As children build a play den, they think about the different lengths of the sticks that they use. Children start to make comparisons, for example, saying which is 'longer' or 'shorter'. They begin to solve simple problems together, as they consider how they can keep the roof on. Songs and rhymes help children to learn the correct sequence of numbers as they count together and add on another. Children know a wide range of different colours, which they recognise as they play. During role play, they use their imaginations to become police and fire service workers.
- Children learn about the wide range of different cultures in our diverse communities. Songs and rhymes introduce words in different languages. Children learn about a range of different festivals throughout the year, including which foods are eaten. They explore the wide variety of different cultures and religions. That said, children could learn more about the wide range of different families outside of their own experience.
- Parents say that they are very happy with the care and learning their children receive at the nursery. They report that communication is a particular strength and that they like the online app. This keeps them informed about their children's day and the progress they are making. Parents say that their children learn well at the nursery and talk about what they do at home. Parents are supported to continue to help their children learn at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support further staff to embed the curriculum so that all children's individual learning is focused throughout the session
- consider how children learn about the wide range of different families, who are outside of their own personal experience.

Setting details

Unique reference number	200790
Local authority	Warwickshire
Inspection number	10317469
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	22
Name of registered person	Hutchinson, Diane
Registered person unique reference number	RP902937
Telephone number	07828 410755
Date of previous inspection	24 May 2018

Information about this early years setting

Teddy Bears Nursery registered in 1983. The nursery operates in Nuneaton, Warwickshire. The nursery employs five members of childcare staff. All of whom hold appropriate level 3 qualifications. The nursery opens from Monday to Friday, during term-time only. Sessions are from 9am to 12pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager completed a learning walk with the inspector and discussed the early years foundation stage curriculum.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.

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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