

# Inspection of Teddies Nursery

Countesthorpe Academy, Winchester Road, Countesthorpe, Leicester LE8 5PR

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Inspection date: 28 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Parents, visitors and children receive a warm and friendly welcome from staff when arriving at the nursery. Staff get to know children and their families well. This helps staff to understand children's individual needs and preferences. Staff provide new children with tailored settling in sessions, giving them time to adapt to the nursery environment and to help them to feel safe.

Staff provide children with new experiences linked to their interests and next stages of learning. Babies take part in a cornflour activity. They show great concentration as they use their fingers and spoons to scoop up the cornflour. They watch with fascination as the cornflour changes texture and runs through their fingers.

Staff provide plenty of activities to support children's social skills. For example, they interact with a group of children and work together to make 'strawberry soup'. Between them they negotiate who is overseeing what task. They pour water down pipes and collect it in buckets. Other children tip the water into a large tub where other 'ingredients' are added. Together they stir and serve their soup. While playing games outdoors, staff help children of all ages to learn about being considerate and taking care of each other. Older children hold hands with the younger children and help them to count each step they take, helping them to safely join in with the game.

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

- Staff work hard to ensure that children all children's needs are met, including those children with special educational needs and/or disabilities. Staff use observations and assessments well, to identify gaps in children's learning. They work closely with parents and other professionals to access additional support, if needed. This ensures that children make good progress from their starting points.
- Mealtimes for children are calm and relaxed. Independence is encouraged as babies learn to feed themselves and older children self-serve their food and pour drinks. Staff use mealtimes to help children to develop an awareness of food allergies. Children know that their friends have a different type of cheese, so they don't get an upset tummy. Furthermore, staff are good role models. They sit and eat with children showing them how to use their knife and fork and give gentle reminders about table etiquette.
- Staff plan a curriculum based on children's interest and next stages of learning. When the curriculum is delivered well, children are engaged and make progress. For example, children excitedly participate in yoga sessions delivered by staff. Children stand up straight, stretch out their arms and balance on one leg to

demonstrate the 'mountain pose'. This helps to promote children's balance, coordination and posture. That said, at times, staff overlook opportunities to challenge children's thinking and understanding during activities. For instance, staff plan an activity for children to program a robot mouse to move in different directions. Due to little direction from staff, children were unsure how to take part in the activity and quickly lost interest. Consequently, the learning intention for this activity was not effectively met.

- Parents speak highly of the nursery. They appreciate the warm and caring relationships between staff and children. Staff gather information from parents about experiences children have had before starting at the nursery. This helps them to understand what children already know and can do. While staff ensure parents know about the progress their children are making, they do not consistently share ideas with them to help with learning at home.
- Staff support children to be ready for the next stage of their education. They help children to build their confidence and to have a positive attitude to learning. Staff link with teachers to find out what they want children to be able to do before starting their transition to school.
- Staff feel valued and supported by leaders. Effective strategies, such as supervision and individual meetings are held to evaluate workloads and promote staff well-being. Staff are offered frequent training opportunities to help enhance the curriculum for children. For example, staff recently attended training to help support children's language and communication. Following the training, they implemented a communication friendly space and introduced the children to the story of 'Mr Tongue'. This helps children become aware of the different parts of their mouth and develops the movements needed for speech.

## **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:**

- strengthen the implementation of the curriculum to effectively support children to get the most out of all learning opportunities
- provide parents with further guidance and ideas of how they can support their children's learning and development at home.

## Setting details

<b>Unique reference number</b>	2674410
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10337193
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	LIFE MAT Services Ltd.
<b>Registered person unique reference number</b>	RP532142
<b>Telephone number</b>	01162771555
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Teddies Nursery registered in 2022 and is located in Countesthorpe, Leicestershire. The nursery employs 10 members of childcare staff. Of these seven hold appropriate early years qualifications at level 2 or above. The manager holds a level 4 qualification. The nursery opens from Monday to Friday all year around, except for Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Langley

## Inspection activities

- The inspector discussed the impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk together.
- The inspector spoke with the manager to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection 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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