



Teddy Bear Nursery

Inspection report for early years provision

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| Unique Reference Number | EY320533 |
| Inspection date | 26 July 2006 |
| Inspector | Susan Elaine Heap |
| Setting Address | 167 Milnrow Road, Rochdale, Lancashire, OL16 5BA |
| Telephone number | |
| E-mail | |
| Registered person | Teddy Bear Nursery Limited |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Teddy Bear Nursery was first registered in 1999 and is situated in Newbold, Rochdale. It operates from two adjacent buildings, a single storey bungalow and a detached two storey house. The bungalow consists of two play areas for children aged under two years, and the house has seven play areas for children aged from 18 months to five years. There is a secure outdoor play area.

The nursery operates Monday to Friday from 08.00 to 17.30 hours all year round,

except for Bank Holidays and one week at Christmas. There are currently 70 children on roll, 22 of whom receive nursery education funding. The nursery supports a number of children who have English as an additional language. There are 14 members of staff, eight of whom have early years qualifications. A cook is also employed.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is effectively promoted and given high priority by all staff who follow the setting's comprehensive health and hygiene policies. Children show a good understanding of how to keep themselves healthy. For example, they know the importance of hand washing and independently wash their hands after messy activities, using the toilet and before their snack. Children's good health is further enhanced by a range of activities to promote this, such as safety in the sun and all children aged from 12 months brush their teeth after meals. Even babies and toddlers are learning about the importance of good hygiene practice as they have their hands wiped after nappy changes. The arrangements to care for children in the case of accidents, emergencies and for the administration of medicines are good, as two members of staff have current paediatric first aid certificates and six more are booked to attend the required training in September.

Children rest and sleep according to their individual needs and follow their normal daily routine. Toddlers confidently come to a member of staff and snuggle in when they are tired, ask for their dummy and say 'go sleep now'. Staff are particularly mindful of children's comfort needs especially during the current hot weather. Their shoes and top clothes are taken off to keep them cool and they are covered with a light sheet.

Children enjoy a healthy, well balanced diet, which includes regular drinks and nutritious foods, such as fruit and vegetables throughout the day. Babies also benefit from a healthy diet as their food is freshly prepared and liquidised on the premises. The setting meets children's care needs, such as dietary requirements, by requesting and recording information from parents about their child's care. Mealtimes are pleasant, social occasions where children sit together and engage in conversations with their peer group. Even the youngest children contribute with smiles, sounds and words as the staff consistently give them good eye contact. However, opportunities for children to develop their independence are limited as they are not able to access water independently or serve themselves at meal times.

Children participate in a good range of physical play experiences, which helps them develop confidence and control in their movements. Pre-school children enjoy taking part in music and movement and mime the actions to 'Heads, shoulders, knees and toes'. They move actively around the outdoor play area on the bikes, and outings, such as walks in the local area, and playing outside in the garden give them opportunities for exercise. Babies are supported by staff as they, hesitantly at first, then confidently start taking their first steps. They beam with delight in the verbal

praise and smiles they receive from the staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in the setting because staff consistently follow health and safety procedures and give high priority to keeping children safe. For example, staff introduce visitors to the children by name which ensures they know why other adults are on the premises. They remind children not to climb on furniture or run in bare feet when the floor is wet, as they might slip and fall, and through discussions and activities, such as road safety, develop children's understanding of how to keep themselves safe. Children move freely around the playrooms, well supervised by staff who make sure children are always within their sight. Staff carefully organise space and resources so that children can make choices in their activities and access equipment independently.

Children are protected well as the staff fully know and understand the setting's policies and procedures to protect children. They know to report any concerns to the manager and she equally understands her responsibility in ensuring that child protection concerns are dealt with promptly and appropriately. There is a clear child protection statement in place which follows the Local Safeguarding Children's Board procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and enjoy their time at the setting. This is due to the good ratios of qualified staff who interact well with the children and support their care, learning and play needs. The sessions include a good balance of quiet, active, indoor and outdoor play experiences. The staff team use their initiative and resources well to plan and provide a broad range of activities that support children's play and learning. However, many of these, particularly in the toddler and pre-school room, are beginning to look tired and worn through constant use.

Warm and positive relationships are evident between the children and the staff which helps children develop their confidence and self-esteem. The Birth to three matters framework is used well to plan a programme for younger children which promotes all areas of their development. For example, toddlers enjoy playing in the soapy water and squeal with delight as they clap their hands and the bubbles go up in the air, and they explore different textures, such as oats mixed with jelly cubes.

Nursery Education

The quality of teaching and learning is good. The pre-school leader has a secure knowledge and understanding of the Foundation Stage and how children learn. As a result, planning covers the stepping stones across the six areas of learning. Children are motivated to learn through well-planned experiences and activities which capture

their enthusiasm and sustain their interest. A variety of teaching styles are used and children have opportunities to work on a one-to-one basis with a member of staff or in small and large groups. Focused activities, and the evaluation of these, show that staff make positive observations of children's play and how they plan to extend children's learning. Assessments are supported by files of children's work and dated which means that children's progress is monitored.

Children enter the setting confidently, happily leave their parents and quickly settle into the familiar routine. They have happy and relaxed relationships with the staff who listen to them and respond appropriately. Older children show good levels of independence and self-care skills such as toileting and dressing themselves during imaginative play. Younger children confidently seek the help of an adult when needed. They regularly make decisions about what they want to do and they are able to self-select resources within all the learning areas. They develop an interest in books and their understanding of print is reinforced by story times and planned activities which link sounds and letters. They begin to recognise their own name and older children can confidently write their name unaided. They understand that print carries meaning. For example, a four-year old sits in the book corner and carefully traces the words with her finger as she tells the story to an imaginary audience.

They show concentration and perseverance with activities to a high standard. For example, a group of three and four-year-olds competently play a sound lotto game for long periods without adult support. Children show interest in simple information and communication technology and are adept at using a mouse to complete a basic computer programme. A three-year-old who is not as confident is sensitively supported by a member of staff to build her confidence and skills. Resources to support children's knowledge of technology are readily available. For example, a four-year old confidently describes what he can see when he looks through a magnifying glass, 'your eye is bigger when I look through this'.

A range of tools requiring hand-eye coordination allow children to demonstrate good levels of skill and control. For example, when using scissors to cut sellotape to stick their pictures on the wall. Children negotiate space well when they play outside and can judge their speed as they change direction when pedalling bikes. They move confidently from room to room negotiating a pathway between the furniture. However, there are limited opportunities to engage in more challenging and interesting activities to develop children's large motor skills, such as balancing beams or large climbing equipment.

Children explore a variety of media such as sand, water and paint daily. They confidently use their own ideas to make their own creations. For example, a child chooses to make a necklace out of pasta shapes. Children enjoy singing and they know a variety of songs and rhymes which they join in enthusiastically during circle time. They enjoy dressing up and use their imaginations well as they plan a picnic and gather food from the home corner which they pack in a bag. Mathematical development is promoted through a variety of activities. For example, they draw and count the number of raindrops they have cut out and identify lines and shapes using words such as, big, medium and small. They learn to explore and investigate as they go on a 'mini beast' hunt and record and count what they have seen. Overall, children make good progress in their learning and achieve well given their capability and

starting points.

Helping children make a positive contribution

The provision is good.

Parents are positively welcomed into the group and greeted warmly on arrival. Discussions with parents demonstrate the high regard they have for the whole staff team and the positive way they manage children's individual needs, care and development. Parents are kept informed about current topics through newsletters and informal discussions with their children's key worker. Parents' views are sought through the completion of an annual questionnaire and their comments are valued, collated and acted upon. There are systems in place to share pre-school children's assessment and progress with parents and involve them in supporting children's learning at home. This is done through a monthly newsletter and parents' evenings. As a result, partnership with parents and carers with regard to nursery education is good.

Children have a strong sense of belonging and feel at ease in the setting, as they are warmly welcomed by friendly, familiar staff. Children play harmoniously together and are learning to manage their own behaviour. They follow the good models of staff by showing courtesy and consideration for others. For example, children wait patiently for a turn on the computer and often are able to resolve differences between themselves. Staff provide clear and consistent boundaries to help children know what is expected of them and use praise and encouragement appropriately to promote good behaviour. Children in the pre-school play an active part in the setting and draw up their own ground rules of how to play in each area. As a result, children's spiritual, moral, social and cultural development is fostered.

Children are helped to feel special and good about themselves because staff take time to get to know them. Each day a helper is chosen to feed the fish or water the plants which helps develop children's sense of responsibility and self-confidence. Children learn about the world around them in planned activities, outings around the local area and interactions with staff and each other.

Organisation

The organisation is good.

Children are cared for by a staff team who have a good understanding of their roles and responsibilities in helping children enjoy and achieve. There are clear induction procedures in place which ensures that staff understand and follow the setting's comprehensive policies and procedures. Good staff deployment ensures children are well supervised and receive high levels of staff support. This protects children, promotes their well-being and helps them to develop to their full potential. All the legally required documentation is in place. This is monitored and reviewed annually to ensure that it is appropriate to the changing needs of the setting.

The leadership and management is good. The manager acts as a good role model

and shows a strong commitment to the ongoing training and development of the staff team. For example, a member of staff is selected as 'Employee of the month'. Monitoring of the educational programme is being developed and training in the Foundation Stage has been identified for additional staff so that teaching and learning is improved. These procedures enable staff to be confident in their roles and responsibilities, and enables them to take pride in their work which reflects in the smooth running of the setting and improves the quality of children's care, safety and learning. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints reported to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop more opportunities for children to develop independence at meal times
- continue to develop and extend a range of suitable and stimulating resources which challenge and interest children and extend their learning. (also applies to nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop and improve systems for monitoring and evaluating the success of the nursery provision.

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