

Teddies Day Nursery

Inspection report for early years provision

Unique Reference Number	131594
Inspection date	07 March 2007
Inspector	Catherine, Louise Sample
Setting Address	7-9 Roberts Road, Southampton, Hampshire, SO15 5DF
Telephone number	02380 211103
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Registered person	BUPA Insurance Services Ltd
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Teddies Nursery was acquired by BUPA Childcare in June 2000. The nursery operates from two joined buildings in Southampton. Children have access to an enclosed outdoor play area. The nursery serves both the local and wider community. It is open 08:00 until 18:00 every weekday for 51 weeks of the year.

A maximum of 81 children may attend the nursery at any one time. There are currently 101 children on roll, of whom 40 receive funding. The setting supports children who speak English as an additional language.

The nursery employs a total of 23 staff, most of whom have level 2 or 3 qualifications in childcare.

The setting receives support and advice from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's hygiene needs are generally met appropriately. There are clear procedures to prevent cross infection. These include using colour coded cleaning cloths and children's cups being named. Children follow thorough hand washing procedures after using the toilet and before eating and brush their teeth after lunch. Younger children's hygiene needs are met well. Staff wear disposable gloves and aprons when changing nappies and clean the changing mat immediately after use. However, some areas of the nursery are poorly maintained.

Children have healthy food and drink. The nursery has a rolling four week menu which provides children with healthy home cooked food. They enjoy meals such as chicken pie with potatoes and broccoli followed by stewed fruit. Children's dietary needs are displayed in the kitchen and on their colour- coded place mats. The cook is careful to keep food for children with food allergies separate from the rest by using separate crockery and pans. Children are protected by the thorough food hygiene procedures in place. For example, a record is kept of the temperature at which foods have been cooked. Children are learning about healthy eating. They talk about food giving us energy and discuss the need to brush your teeth after eating. Children are helped to keep fit through regular exercise. They play outdoors on a variety of equipment and can also take part in ballet and fitness classes.

Children are protected from illness and infection through effective measures. Accident and medication records are kept accurately and parents give written consent for the administration of medicine. A detailed sickness policy includes information about exclusion periods for infectious illnesses and parents are informed of any illnesses going round the nursery. Staff are made aware of children's medical needs and guidance about reducing the risk of cot death is displayed in the baby room. There are several first aid trained staff and first aid boxes are located throughout the building.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are learning about how to stay safe. Staff advise toddlers how to go down the stairs safely and older children discuss road safety. Children are aware of the possible safety issues in the outdoor play area and tell staff to make sure the gate is locked and to check for cars and strangers.

Children can generally move around the setting safely due to appropriate measures. These include daily risk assessments for each room and safety measures such as covering all sockets and radiators. Toys and equipment are checked on an ongoing basis for safety and hygiene. Regular fire drills are carried out and the nursery has a reciprocal arrangement with a nearby setting to provide a safe base for children in case of emergency. However, children's safety is compromised by a broken stair gate which does not shut properly and a sash window which is being used despite having a broken sash cord. Entry to the premises is not always sufficiently monitored.

Children's safety outdoors is ensured through generally effective measures. A full risk assessment is made for outings and children wear wrist bands and t-shirts to identify them as belonging to the nursery. The outdoor play area is fully enclosed and the gate locked. There is no standing

water and drains are covered. However, children's safety is at risk because there are brambles, uneven pieces of stone and ivy in the grassed area.

Children's welfare is protected through the staff's thorough understanding of child protection issues. Staff have all had child protection training and are aware of the possible indicators of abuse. There are clear procedures to follow if they have any concerns about a child. The nursery manager deals with any child protection concerns. She would discuss these with parents where appropriate and refer them to the local Safeguarding Children Board as necessary.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children benefit from an appropriate range of activities and resources. They can choose from a varied range of resources including a selection of art and crafts materials and natural objects such as fir cones. They enjoy activities such as gardening, cooking and visiting the book bus. They use a wide variety of outdoor play equipment including trikes, hoops and gardening equipment. They also have the opportunity to take part in ballet and fitness classes. The Birth to three matters framework is used effectively for younger children. It is used both in planning and in recording children's development.

Children have sound opportunities to make choices. They can choose what activity to do and self-select toys from low storage units. Older children play an active role in planning. They initiate and lead up to 65% of activities. Children are confident and independent. They move freely around the setting and go to fetch toys that they wish to play with. Older children visit the toilet independently and put their work to dry on the drying rack. Children enjoy a warm relationship with staff who chat with them and offer praise. However, due to poor staff deployment children's needs are not always adequately supported. For example, children fail to settle at quiet time and circle time due to limited adult support.

Nursery education

Teaching and learning are satisfactory. Children do not always settle and focus well on activities due to poor staff deployment and behaviour management. At circle time they are supposed to be looking at a map mat but children push in front of and distress others and noise levels are so high that staff have to raise their voices to be heard. Children clamber on furnishings, fidget and chat to one another while staff try to continue with the planned activity. These problems are adversely affecting the children's learning environment. Several children cannot see the map mat properly and there is too much noise to fully understand what is being said. Children, therefore, lose interest in activities which then leads to more unsettled behaviour.

Children have many independent skills. They cut up fruit at snack time and set the table. They sweep the sand up in the messy room. They confidently choose toys that they want to play with and are keen to try new experiences like gardening. They play well together. For example, riding on a two seater tricycle together. Many are confident speakers. They chat with staff and other adults and talk about what they are doing. They have good opportunities to mark-make with a variety of different materials and enjoy regular visits from the book bus. They look at books and have regular story time but this is not always successful since children become noisy and fidget.

Children can experiment freely with different media and materials in a well equipped messy room. Art activities are mainly child led to allow children to fully express their creativity. They

also explore sound by using instruments. They enjoy role play both in the home corner and when playing outside. For example, children pretend to be pirates digging for treasure. They move freely and confidently. They run about and ride tricycles without bumping into each other. They use large and small scale equipment to develop both their gross and fine motor skills. They are learning about healthy eating.

Children willingly count. For example, a child counts out the number of knives and forks needed at lunchtime. They use mathematical language such as "tiny" and "half". They are learning about patterns and sequencing and use resources such as scales and shape puzzles. Staff encourage children to solve number problems and introduce older and more able children to basic calculation. Children are finding out about the world around them. They use multicultural resources and find out about other countries. They also do activities such as planting seeds to find out about living things. They enjoy using a variety of construction materials including junk. They have varied opportunities to use information and computer technology. The computer is available every day and children use a remote control car and a digital camera.

Staff have a sound working knowledge of the Foundation Stage and know what children can learn from particular activities. They are able to challenge children appropriately and planning identifies which children may need help or need extending. Planning is still under development following the recent appointment of a new unit manager. All staff contribute to planning and it is monitored to ensure all areas of learning are covered sufficiently. Staff record observations of the children's progress and this is used to complete portfolios and tracker books for each child. These are used to inform weekly planning so that the next steps for individual children are planned for effectively. Children's tracker books are kept inconsistently at present. Some have been updated more recently than others and some books are colour coded while others are not. Staff have a friendly relationship with children and chat with them about what they are doing. However, they do not always control children's behaviour effectively which means that they have to raise their voices to be heard. This affects staff's ability to teach effectively and children's ability to learn.

Helping children make a positive contribution

The provision is satisfactory.

Children play an active role in the nursery. They set the table, help themselves to food and drink and sweep up sand in the messy room. Pre-school children contribute fully to planning with 65% of activities initiated and led by the children. They have positive relationships with one another. For example, an older child praises a toddler when they manage to climb down the stairs safely. Children play an active role in the community by taking part in charity events.

Children are not consistently well behaved. Younger children follow instruction and settle to activities but older children are noisy and do not always respond to adults trying to manage their behaviour. They bang their cutlery and plates on the table at lunchtime and some talk and fidget during adult- led activities such as looking at a map mat. Staff have to ask children to speak up because they cannot hear them above the background noise and they often have to raise their voices to be heard. Staff are not managing children's behaviour confidently. For example, when a child is given time out staff then negotiate with them about where they want to have it and with whom. The unit manager has identified behaviour management as an issue and has requested training for the staff.

Children are learning about wider society. They celebrate festivals from around the world and are using globes and maps to learn about other countries. They use multicultural resources

including dressing-up clothes and books. Children with English as an additional language are cared for appropriately. Staff ask parents for basic vocabulary so that they can communicate with the children and ask if they can bring in any items that will help the children to feel at home. The nursery has just received an inclusion grant with which to buy more resources for children from different backgrounds. The nursery does not currently care for any children with additional needs but has two trained special needs co-ordinators. They have previous experience of co-ordinating the care of children with learning difficulties and /or disabilities and working with parents and other agencies.

Children benefit from an effective working relationship between staff and parents. The nursery gives parents plenty of information about the setting through notice boards, newsletters and open evenings. Staff exchange information with parents both verbally and in writing. Younger children have daily diaries which parents can contribute to. Parents are encouraged to become involved with the nursery through events such as a Mother's Day tea party and through a parent association. Parents contribute to an annual satisfaction survey and are encouraged to make comments and suggestions about the nursery.

Partnership with parents is good. They receive information about the Foundation Stage curriculum and there are displays showing the different areas of learning and photographs of the children doing related activities. Parents know what their children are learning. They receive a 'smile' sheet which details what children are learning and how parents can support their child. Parents are also asked what the child is learning at home and staff then try to incorporate this in their planning. Parents see their children's records of progress regularly and are aware that they can ask to see them at any time.

Children's spiritual, social, moral and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children benefit from a well organised environment. There is plenty of play space provided in a variety of different areas and older children are encouraged to move freely between three different rooms. Children also have access to messy rooms where they can do art activities. Toys and equipment are stored at low level so that children can help themselves easily. For example, art materials are stored in a low unit and baby toys are set out on the floor for easy accessibility.

Children's welfare is promoted through the keeping of most necessary records, policies and procedures. The nursery has comprehensive policies and procedures which are available to parents and summarised in the prospectus. Most of the necessary records are kept accurately. For example, staff keep clear records of accidents and the register show the exact times of arrival and departure. There is a detailed complaints procedure in place and complaints made by parents are recorded fully.

Children benefit from appropriately checked and qualified staff. The nursery has robust recruitment procedures which include following up references and asking applicants to complete a medical questionnaire. All staff have been fully checked and visiting students are not allowed unsupervised access to children. There is a full induction programme and an annual appraisal system to ensure staff's continuing suitability. Most staff hold at least a level 2 qualification and are encouraged to attend additional training. BUPA, the owner of the nursery, run a performance recognition scheme for staff which helps to create a strong team ethos. Adult:

child ratios are met. However, children's needs are not fully met due to poor staff deployment. There are not always enough staff working directly with the children. The nursery has a walkie talkie system in place so that staff can summon additional help as necessary but this is not being used effectively. This is an issue across the nursery. Older children are noisy and unsettled at quiet time and there are inadequate staff to manage the situation appropriately.

Leadership and management are satisfactory. The learning centre has a new manager who has only been in post for three weeks. Staff are, therefore, still learning to work together as a team after an unsettled period and there are many changes taking place. For example, planning and the recording of children's progress are being reviewed. This has provided a good opportunity for management to evaluate the provision for nursery education. They have identified ICT, maths and behaviour management as areas for further development. They have also been able to reflect on the strengths of the provision such as children's personal, social and emotional development. The nursery evaluates planning to ensure that all areas of learning are being covered. It also monitors and evaluates provision through various self evaluation tools including an internal audit. There are clear action plans in place for both care and education.

The provider meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was required to evaluate and improve the use of all areas of the nursery. Staff have monitored the use of the building and made several changes such as making frequent use of the messy rooms for art and craft activities. This ensures that children gain full benefit from all resources and learning environments. The provider was also required to ensure that all areas of the nursery were clean and well maintained. The nursery remains poorly maintained and cleanliness is still an issue.

At the last education inspection the nursery was required to evaluate curriculum plans to identify strengths and areas for improvement and to evaluate activity plans to ensure appropriate challenges for all children. It was also required to use children's assessment records to plan the next stage of their learning. All planning is monitored and evaluated. This allows staff to identify strengths in the learning programme and also identify any areas that need further development. This ensures that children have a balanced curriculum. Staff ensure that activity plans detail how activities can be adapted for more able children. The plans are evaluated to identify any necessary follow up actions. This ensures that children are challenged appropriately. Finally, staff make full use of their observations of the children's progress to inform future planning. Weekly planning takes account of the next steps that individual children need to take and activity plans identify particular children taking part. This ensures that planning takes account of the individual learning needs of the children.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint relating to the hygiene of the kitchen and safety of the outdoor play area. These concerns related to National Standard 4: Physical Environment and National Standard 7: Health. Ofsted conducted an unannounced visit to the premises and found that the hygiene standards were not adequate and that the outside area was not well maintained. The provider was, therefore, given three actions under National Standards 4 and 7 to ensure that hygiene practices were improved and the outside play area was well maintained. A response to these actions was received confirming that the actions had

been carried out. Ofsted, therefore, took no further action in this matter. The provider remains qualified for 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):

- monitor staff deployment to ensure that sufficient staff are working directly with children
- ensure that all areas of the nursery are clean and well maintained
- promote children's safety by ensuring safety equipment is fit for purpose and that premises are safe both indoors and outdoors

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):

- ensure that staff use effective behaviour management strategies to allow children to learn in a calm and well-mannered environment
- continue to develop planning to ensure that all areas of learning are fully covered and further develop consistency when recording children's progress

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk