

# Teddies Nurseries

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY273831
<b>Inspection date</b>	20 March 2007
<b>Inspector</b>	Lisa-Marie Jones
<b>Setting Address</b>	West Dulwich, The Old Church, Gipsy Road, Gipsy Hill, London, SE27 9RB
<b>Telephone number</b>	0208 761 8827
<b>E-mail</b>	
<b>Registered person</b>	BUPA Insurance Services Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 registered in 2003. This is one of 35 nurseries owned by BUPA Insurance Services Ltd. The nursery operates from Gypsy Road Baptist Church in West Dulwich and has sole use of part of the property that has been converted for nursery use. The children have access to a secure outdoor area. Four play areas for children under two years are situated on the ground floor and three rooms on the first floor accommodate the children aged from two to four years. Each floor has toilet facilities and a sleep room.

There are currently 76 children from three months to four years on roll. This includes 13 children funded for nursery education. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or physical disabilities and those who speak English as an additional language. The nursery opens Monday to Friday, all year round, closing over the Christmas period. The nursery is open 08:00 to 18:00 daily. Out of hours care from 07:30 to 19:00, can be offered with prior arrangement.

The nursery employs 15 staff, of whom, 12 staff hold early years qualifications and two are on training programmes. Additional support and advice is provided by the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Staff take positive steps to promote the good health of children. Most children independently wash their hands after messy play and after using the toilet. They understand about germs and the effect they have on the body. Children are protected from the risk of cross-infection because staff follow effective hygiene procedures. Staff are first aid trained, should a child require first aid treatment and all documentation for the recording of accidents and medicines are in place and clearly recorded.

Children have regular healthy and nutritious drinks and food which are adequate in quantities for their needs. The food is prepared by a qualified cook and complies with dietary and religious requirements. Children are encouraged to be independent during mealtimes, for example, young children are encouraged to feed themselves and older children are encouraged to serve food and pour their own drinks.

Children engage in a range of regular physical activities which are successful in developing their physical development, such as dancing. Once a week an outside agency comes in to develop children's physical skills. Children are encouraged to understand the importance of a healthy lifestyle and how the body works, through a purposeful range of ongoing activities both indoors and outdoors. Children use a range of tools and materials that help them develop co-ordination, for example, catching and throwing balls and through the use of a climbing apparatus. Children have limited access to outside resources to help develop control of their bodies for example with wheeled vehicles. The manager highlights that they are currently developing the range of resources that are available for the children to use outside.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The premises are safe, secure and children have ample space to play in a building is suitable. They are divided into suitable age groups, ensuring that they are cared for in a welcoming environment where they feel a sense of belonging. They have access to the necessary facilities for a range of activities which promote their development.

Children have access to an ample amount of age appropriate resources and equipment that are maintained and conform to safety standards. However there is a distinct lack of role play and story sharing facilities throughout the nursery. Resources are organised well to create an accessible environment and children are able to independently select toys and activities.

Children are cared for in a safe environment and are kept safe on outings as positive steps are taken to promote safety and proper precautions are taken to prevent accidents. Children are able to move around safely, freely and independently as regular effective risk assessments take place and any actions highlighted are acted upon quickly.

Child protection procedures, approved by the local safeguarding children board, are complied with. Qualified and experienced staff have a good understanding and knowledge of the effective steps to protect children from abuse and neglect.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children settle well at the nursery and appear to be happy. They enter confidently and make themselves at home. They relate well to each other and socialise and make friends with other children and behaviour is good. Their welfare is generally promoted as staff plan a range of activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities, using the Birth to three matters framework. Although planned activities are not evaluated to ensure that they are challenging for the children. Planning does not highlight the children's individual needs, and assessments and observations are not used to aid planning to do this. As a result, children's individual needs are not always met.

Organisation of resources and deployment of staff allows the children to make choices and promote their independence, however children have little access to role play, story telling and musical activities to promote imagination, social skills and language and communication skills. Staff engage well with the children they are enthusiastic and get involved in the children's play. Children enjoy activities that are provided for them especially messy and sensory activities.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals with the support of staff who have a satisfactory understanding of the Foundation Stage and of how children develop and learn. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an enthusiastic manner. They plan a range of activities based on real life situations that help children progress in most areas of learning, however planning lacks challenge and activities are not evaluated. Children's assessments are not up to date, there is not a system to identify the next steps of learning, and they are not used to aid planning for their individual needs. As a result, children's learning is not always developed fully.

Children develop good relationships with adults and other children. They co-operate and work well together by taking turns. Children listen and concentrate well with activities. They speak very confidently and talk openly during activities and express their ideas and experiences well using good vocabulary. Children are exposed to linking letter sounds on a regular basis. However, children have limited opportunities to share, recall and make up stories and use books for referencing. Children count confidently and recognise numbers that are important to them and choose number activities during free play. They recognise the properties of simple shapes and are able to make simple patterns with constructions toys. Children are able to use construction, threading, puzzles and cutlery well. Most children have good pencil control and are able to operate small buttons for example on calculators.

Children investigate using their senses. They discuss similarities and differences using natural objects such as leaves, and can use equipment such as magnifying glasses and bug boxes to investigate independently. Children have opportunities to use information and communication technology by using a computer and there are a few programmable toys and equipment and some opportunities to question why and how things work. Children are beginning to understand past and present, they discuss people, places and events in their own lives, for example, what they did at the weekend. They have very few musical instruments to use and experiment with. Craft activities give the children opportunities to express themselves creatively. However, there are very limited opportunities for children to express themselves creatively through role play.

Children have access to sand, water, play dough, cooking, paint, and make collages with recycled materials.

### **Helping children make a positive contribution**

The provision is satisfactory.

Equality of opportunity and anti-discriminatory practice for all children is generally promoted. Effective written procedures and policies are in place and children do have opportunities to explore celebrations across the world, which are facilitated by visits to the local community and visitors to the nursery. However, children do not have access to a meaningful range of resources on a day to day basis that promote a positive view of the wider world and increase their awareness of diversity and understanding of others. The provision fosters children's spiritual, moral, social and cultural development.

There are systems in place to support children who have identified learning difficulties and/or disabilities. Steps are taken to promote the welfare and development of the child within the setting, in partnership with the parents and other relevant parties. However, children's progress is not effectively monitored to ensure they reach their full potential.

Children are helped to understand responsible behaviour and behaviour is very good throughout the nursery. All staff reinforce consistent and appropriate strategies, according to the age and stage of development, to help children understand right from wrong. Children are treated with respect and are given lots of praise and encouragement to promote their self-esteem.

Children benefit from concrete relationships between their parents and staff, helping them receive consistent care both individually and as a group. Information is shared through daily contact books and planned activities are on display for all parents. Settling in programmes for new children are done on an individual basis to suit the child and family needs.

Partnership with parents is satisfactory

Parents receive information about the Foundation Stage and how children learn. This ensures parents understand that play has an important role in developing children's skills. Staff involve parents in their child's learning; they are encouraged to spend time with their children during the nursery day, for instance, to assist on trips or promoting cultural awareness. Parents receive regular newsletters and take part in regular parents' evenings to share information on their children's progress. However, as next steps of children's development are not clearly identified parents are not always given a clear picture of their child's development. Parent questionnaires indicate that parents are happy with the education that is on offer, that staff communicate with them, develop good relationships and that they are very approachable.

### **Organisation**

The organisation is satisfactory.

Children are confident to initiate their own play and learning in an environment where resources are organised well. Staff effectively use policies and procedures to promote the welfare, care and learning of children. Parents are kept informed about the service that is being provided and their child's daily activities. This contributes to continuity in the children's care. Children are cared for by suitably qualified and experienced staff who have an understanding of child development. Suitable recruitment procedures are in place to ensure staff are vetted appropriately.

All the required records, policies and procedures which contribute to children's health, safety and welfare are in place. Policies and procedures work effectively in practice, as staff are kept up-to-date through meetings and supervision sessions.

Overall, the setting meets the needs of the range of children for whom it provides care.

Leadership and management of the nursery education is satisfactory. There is strong commitment to develop and improve the provision, and use is made from outside support from the local authority. Management play an active daily role in the nursery to give support and advice, but the systems to monitor and evaluate the curriculum and care that is on offer, in order to identify strengths and promptly address areas for improvement are not effective.

### **Improvements since the last inspection**

At the previous care inspection the registered provider agreed to:

Ensure children aged less than two years are cared for in groups of no more than 12 and staffing arrangements minimise the number of carers caring for the individual children in the baby rooms.

Ensure younger children have access to a range of materials that reflect culture, ethnicity and disability in a positive way.

Since the previous inspection a new manager has been in post and has implemented new changes in the organisation of the base rooms for the children. Children are now divided into smaller groups for their age and stage of development, this enables children to receive consistent care from regular staff and ensures children's safety as staff ratios are now met.

Resources are still limited that reflect culture, ethnicity and disability in a positive way, therefore children do not have a positive view of the wider community. Children do however, now celebrate festivals that are meaningful to them.

The key issues that were agreed by the provider at the previous nursery inspection were to:

Provide more opportunities for children to select activities of their choice and engage in them for sustained periods of time.

Identify clearly the next stage of children's learning across the six areas of learning in the children's developmental records and share information with parents.

Provide opportunities and support for children to access information from reference books centred on their individual interest and themes and projects undertaken with the children.

The planning and organisation of the room now allows children to engage and finish activities that are available to them. Children still have limited access to books to use for both story sharing and referencing. Children's assessment records still do not clearly identify the next steps of their learning and are therefore not being shared with parents.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 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):

- ensure that children have access to resources that reflect diversity
- ensure that children have access to a range of story telling materials throughout the nursery

#### **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):

- provide more opportunities for children to explore creative activities during role play and through musical instruments
- devise and implement a system to use children's next steps of development to inform planning of their individual needs (also applies to care)
- improve the current systems to monitor and evaluate the education and care that is on offer (also applies to care)

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](http://www.ofsted.gov.uk)