



Teddies Nursery

Inspection report for early years provision

Unique Reference Number	119252
Inspection date	19 September 2005
Inspector	Elizabeth Juon / Joanne Graham
Setting Address	Forest House, 3-5 Horndean Road, Forest Park, Bracknell, Berkshire, RG12 0XQ
Telephone number	01344 486565
E-mail	Teddiesbracknell@bupa.com
Registered person	Teddies Nurseries 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 Nurseries (Bracknell) is one of 36 nurseries run by the Teddies Nurseries group. It opened in 1999 and operates from self-contained premises close to a residential area on the outskirts of Bracknell. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 with the option of an extra service between 07.30 to 08.00 and 18.00 to 19.00, for 51 weeks, closing for Christmas week and all bank holidays.

There are currently 41 children from 6 weeks to under 5 years on roll. Of these, 18 children receive funding for nursery education. Children attend for a variety of sessions and come from the local and wider area. The nursery does not currently support children with special needs or those who speak English as an additional language.

The nursery employs nine staff and seven of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the nursery is supported appropriately by staff that have a secure knowledge of the nursery's health and hygiene procedures, for example, staff wear gloves and aprons to change nappies. Most children are learning simple hygiene routines, such as, washing their hands after visiting the toilet. However, children aged two to three are not encouraged to wash their hands prior to eating their snack finger foods or enabled to clean their faces. Most children are learning independence in self-care skills and staff offer support to ensure all children are developing these skills, for example, putting on their coats. The appropriate use of medical and accident records promotes children's health and well-being. However, the records of incidents, such as, biting, are not complete. Children enjoy outdoor daily physical activity and fresh air, participating in free play activities. They like to ride on tricycles and in cars and are gaining confidence climbing through the large tyres. The planning of outdoor activities is not effective in enabling children to develop a full range of physical skills. The babies come into the garden each day for fresh air, playing with toys. Children rest and sleep according to their needs. They are beginning to recognise the needs of their bodies, for example, they use tissues and dispose of them in bins and access healthy snacks and drinks such as camomile cordial, in the baby room. Drinking water is available for when they are thirsty. Children have their health and dietary needs met because staff work well with parents and record any dietary needs on registration forms. Food is freshly prepared daily. Staff generally store food safely, the refrigerator in the milk kitchen is clean and there is a record of refrigerator temperature to maintain children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are secure within the environment and staff follow effective procedures to keep children safe. For example, recording the time of children's arrival and departure and ensuring staff are in attendance to maintain adult to child ratios. Children can play safely in a fenced off outdoor area. Children demonstrate a growing understanding of keeping themselves safe and are clear about the expectations of staff. For example, children know they do not run inside and do not push one another when they line up to go into the garden. Children access clean,

age appropriate equipment and activities, which provide opportunities for them to explore and investigate in a secure environment. The baby room is particularly spacious with a good variety of stimulating toys available at low level. There is no adult size, comfortable seating in the rooms and staff sit on the floor to bottle feed or cuddle a child, putting children in a vulnerable position. The nursery is undergoing refurbishment and redecoration of the pre-school room to be more appealing to children. Children are safe in low chairs by using appropriate restraints, sleeping children are regularly checked and a baby monitor is available so staff can listen. Children are protected because staff understand their role in child protection, for example, supervising children. Appropriate child protection procedures are in place; however, some staff are unfamiliar with these, should concerns arise.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the nursery and confidently settle to their chosen tasks.

They arrive happy and eager to participate and some demonstrate developing concentration skills. For example, building and playing with the road track and cars for an extended period. There is a variety of exciting activities to stimulate the interest of babies such as being in the ball pond, playing with water. Most children are beginning to achieve because staff have a satisfactory understanding of early years guidance, such as Birth to Three Matters and the curriculum guidance for the Foundation Stage, they recognise most children's needs on an individual basis. However, staff are not effectively identifying opportunities to extend learning for older and more able children. Children acquire new knowledge and skills. Children make positive relationships and have friends. They are comfortable with staff and ask for help if needed, turning to any member of staff to meet their needs; staff are kind and considerate although not always consistent in one particular room. Children develop confidence and self-esteem through staff's praise and encouragement.

Nursery Education

The quality of teaching and learning is satisfactory. Children show interest in what they do and take part in a range of appropriate indoor and outdoor activities, although these are not always sufficiently challenging to help children take the next step. Children are interested in activities; staff interact with children during play encouraging and asking some questions to make children think, but do not engage with children to extend their learning. Staff do not extend play for example, when children wish to mimic the decorators or by setting up the greengrocers shop more effectively. Children make progress through each of the six areas of learning but do not have sufficient challenge to increase their skills in the areas of communication, language and literacy and physical development. The nursery staff plan the educational programme within the six areas of learning around half-termly themes but planning for the stepping-stones towards the early learning goals is not obvious.

The children are making friends and have good relationships with adults and each other. They share news about their family and talk about, for example, outings and holidays. The children are learning good manners, say please and thank-you and

take turns; staff help children to play co-operatively. The children are beginning to gain an awareness of their own culture and the wider world through the resources that are available and the introduction of celebrations. They are finding out about their local environment and talk about the weather.

Most children are able to name simple shapes, colours and numbers and some are beginning to notice and match patterns. For example, matching shape and colour on the computer programme. Many of the children can count to nine and recognise written numerals to five. Children do not count or make simple calculations in everyday activities such as snack time, in the queue waiting to go out or use words such as

in front and behind.

Children recognise their names well on labels and can link sound to letter. They enjoy playing an 'I-spy' game and find their friend whose name begins with, for example, the letter M. Children's conversation and language is good, such as, when a child said he had seen Knights Jousting. They use language to organise their games. There is a varied selection of books but children do not often choose books. There are few opportunities for children to mark make, write their names or write for a purpose for example in the 'greengrocers' shop.

Children are becoming competent in their use of the computer. They use the water dispenser well without spilling. Most children seem to have an awareness of the technology in everyday life such as vacuum cleaners, traffic lights and binoculars. They know about the roles of people who help them such as the fire service; and jobs people do like the decorators who are painting the nursery.

Children are beginning to develop their physical skills. They use a range of large and small equipment such as scissors and practice throwing a Frisbee, pedalling bicycles and climbing through the tyres. However, planning of physical activities does not ensure children's progression through the stepping-stones to encourage physical development.

Children use their imagination in role-play and have the opportunity to dress up. Children's artwork is on display. They create paintings and collages. Children recognise colours well. They sing familiar songs and nursery rhymes with actions, although the songs are more appropriate for younger children for example, 'Round and round the garden'

Helping children make a positive contribution

The provision is satisfactory.

The children come into the setting happily displaying a sense of belonging. They move freely around the environment and know the routine. Children easily access age appropriate resources provided by the staff and make choices. They are developing an awareness of their local community and culture and some awareness of cultures other than their own through resources and activities, such as harvest festival. The children's behaviour is generally good. Staff deal with behaviour

sensitively and try to set consistent boundaries for children. Children respond to staff's request to tidy away and to respect the equipment and one another. Most children are increasing their understanding of right from wrong and respond to reminders to share and take turns. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. This contributes to the children's well-being at the nursery. Parents receive information about the setting and the Foundation Stage curriculum; they have access to policies and procedures. Parents spend time informally talking with the staff at the beginning and end of the day. Staff discuss the children's achievements and interests with parents. Daily diaries are kept in the rooms, the exchange of written and verbal information helps to meet children's individual needs. The notice board provides relevant information to parents and displays photographs of children at activities. Parents spoken to at the inspection were satisfied with the provision and the care and progress their children are making particularly since the new, temporary manager's arrival at the nursery.

Organisation

The organisation is satisfactory.

Children are well protected and cared for by staff that have an adequate knowledge and understanding of child development. Vetting and recruitment procedures ensure staff are suitable. Children receive sufficient care and attention from staff, contributing to them feeling settled and secure. However, deployment of staff is not effective to guarantee continuity of care for children and paperwork lacks detail because of staff changes. There are suitable contingency plans in place to cover for absences to ensure children always have appropriate supervision. The experienced manager seconded to the nursery for an interim period, is enthusiastic, and has a commitment to the ongoing improvement of the provision. This is apparent in the changes already made and the positive comments from parents and staff. However, recruitment and retention of staff at the nursery remains difficult.

Leadership and management are satisfactory. Children are making some progress towards the early learning goals. Staff have a reasonable knowledge of the Foundation Stage but have not yet fully put this knowledge into practise, to benefit the children. Staff sufficiently maintain children's records, to ensure their development is recorded, although they do not always use these records successfully to inform future planning. Indoor and outside space is set up to provide a variety of play opportunities. The garden area is very basic and lacks interest for the children. The toilets are inaccessible to children aged three to five without adult supervision; this does not allow independence in personal care. The staff work well together to care for the children, although a lack of permanent staff hinders team building. Team meetings are now held regularly and staff have support to access further training to improve their knowledge and skills to benefit children's care and learning. All legally required documentation that contributes to children's health, safety and well-being are in place. The setting does meet the needs of the range of children for whom it provides.

Improvements since the last inspection

The last Children Act inspection recommended that the nursery record the time of children's arrival and departure; ensure clean water and individual towels were available for hand washing. The nursery has made improvements, which promote children's health and safety. The register of children's attendance is now accurate and paper towels are available for children's use.

The last inspection of nursery education recommended that the nursery provide additional resources, develop children's listening, counting, calculation skills and provide opportunities to recognise and write their names, improve staff strategies to manage behaviour, evaluate and monitor the provision effectively to improve planning across the curriculum and record children's achievements accurately to inform future planning. The nursery has made some improvement. Children listen to follow instruction and their behaviour is generally good; staff have a consistent approach to managing behaviour. There are adequate resources that are continually being added to, to support children's learning. Children recognise their names and count well. However, there are few opportunities for children to practice writing or do simple calculation. Monitoring and evaluating the provision effectively to improve planning and recording children's achievements accurately to inform planning, continue to be areas for improvement.

Complaints since the last inspection

There are three complaints since the last inspection.

The concerns raised related to:

Standard 2- Organisation, regarding inconsistency in maintaining staff:child ratios and often no manager is on site.

Standard 12 - Working in Partnership with Parents and Carers, regarding some staff's poor attitude and lack of information to parents of their child's achievements.

The provider carried out an internal investigation and reported the outcome to Ofsted within 10 days.

They stated they are adhering to the Standards under investigation and advised that they have implemented further improvements in their service as a result of the investigation.

Standard 6 -Safety. Concerns were raised regarding an accident. The provider investigated and reported to Ofsted within 7 working days, how the accident occurred, what steps were taken and copies of risk assessments on this area. They confirmed that door guards will be attached to external doors, in order to prevent a reoccurrence of this accident, within two weeks.

The provider remains qualified for registration.

Standard 2 - Organisation. Concerns were raised regarding inconsistency in maintaining ratios during meal times and staff not vetted, being left alone with children.

Standard 7 - Health. A concern was also raised in that parents are not always requested to sign an accident form . Although these concerns were raised recently, the incidents occurred sometime between May 2004 and September 2004.

Ofsted asked the provider to conduct their own internal investigation and report back within 7 days. The provider sent in a report addressing these concerns including confirmation of current practice. Ofsted are satisfied with the response and no further action is being taken.

The provider remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- improve the routine for hygiene procedures particularly with regard to children aged between two and three
- ensure staff attend child protection training and are aware of up to date child protection procedures and encourage staff to up date their knowledge and skills of the Foundation Stage curriculum and the Birth to Three Matters Framework
- deploy staff effectively for continuity of care and to ensure procedures for completing incident records are followed.

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 improve planning to make a direct link to the stepping stones and evaluate planned activities to inform future planning for children's individual needs

- encourage children to access books on a daily basis and provide more opportunity to mark-make and do simple calculations
- increase opportunities for children to develop and improve their physical skills during outside play

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