

Teddy Bears Day Nursery

Inspection report for early years provision

Unique Reference Number	EY287166
Inspection date	05 December 2007
Inspector	Lindsey Pollock
Setting Address	Martinet Road, Thornaby, Stockton-on-Tees, Cleveland, TS17 0AS
Telephone number	01642 761333
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Registered person	Teddy Bears Nursery
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?

Teddy Bears Nursery has been registered with the current owners since May 2004. It is located close to the centre of Thornaby and serves the local and surrounding areas. It operates from five activity rooms in a purpose built building. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round except for bank holidays. Children access secure enclosed outdoor play areas.

There are currently 48 children aged from seven months to nine years on roll. Of these, 10 children receive funding for early education. Procedures are in place to support children with learning difficulties and disabilities.

The nursery employs 11 members of staff, plus a cook. Of these, eight hold appropriate early years qualifications. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Appropriate procedures are in place for maintaining cleanliness throughout the provision. Levels of hygiene are good and staff follow effective practices to prevent the spread of germs. Children have their own individual sheets and bedding, and changing mats are cleaned thoroughly between each use. This helps to prevent cross infection. Secure procedures are in place for the administration of medication and recording of accidents to promote children's welfare. Written permission is obtained from parents prior to medicines being given to children to fully safeguard their welfare. Older children know to wash their hands before they eat and after they use the toilet. Some have a growing awareness of why this is important and most carry out this task independently. They enjoy helping to wash the tables and take great care to make sure they are clean. This promotes their understanding of the importance of good hygiene routines, and helps to reduce their susceptibility to infection and common illnesses.

Daily opportunities are provided for children to get fresh air and experience of being outdoors. They enjoy running around in the outdoor area and hopping, skipping and jumping in the puddles. Although there is some equipment to promote their physical development, there are limited opportunities for older children to build on existing skills. Children under two have lots of space to develop their crawling and early walking skills.

Children are well nourished. Meals include lots of fresh ingredients and are varied to encourage children to try different tastes. Snacks include chopped grapes, banana, raisins and vegetables, which children enjoy and eat well. Snack time is a social occasion for all children, when they sit together at tables, chatter happily and share news. Fresh drinking water is available to all children to ensure they are not thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment. Staff ensure that children are not at risk from unauthorised adults by checking identification and operating a signing in and out system for all visitors. The environment is warm and welcoming to children and families. It is brightly decorated with attractive displays of children's work and information readily available for parents. All resources are maintained in a clean and safe condition presented at low-level or on the floor, which ensures that children can easily access them and develop their growing independence. Equipment is also of sound quality, appropriate for the different age groups, and regularly checked for safety and cleanliness.

Staff monitor the premises daily and take effective steps to minimise most risks so that children are protected from potential hazards. For example, they are unable to access electrical socket covers or sharp objects, and safety gates prevent them from accessing certain areas, such as changing areas. However, harmful substances in the toilet area are accessible to children. Children's safety when being transported is maintained by ensuring they use appropriate restraints in the minibus. When out walking, children wear reflective vests and staff discuss road safety to raise their awareness of keeping themselves safe. Children are beginning to learn about safe practices within the nursery, such as being careful when using scissors and helping to tidy away toys as they finish with them to keep the areas free from clutter.

Children's welfare is appropriately safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. The designated person for child protection is experienced and confident in her role.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and settled throughout the nursery. Staff help to raise children's self-esteem by providing encouragement and praise and by valuing what they have to offer. Warm relationships have been developed between staff and children, particularly those under two years of age. Their routines are fully discussed with parents and followed closely within the nursery setting to help them feel secure. For example, children are fed and allowed to sleep to meet their individual needs. Staff caring for children under two years are becoming increasingly confident in using the 'Birth to three matters' framework to support children in their earliest years. However, the framework is not used by staff caring for children aged two years to promote their development. The younger children have opportunities to explore a range of different media and natural materials including paint, sand and water, flour and jelly. They enjoy singing and moving to music and join in the session when the specialist music teacher visits the nursery. Children who attend the out of school club are consulted about what activities should be offered. They enjoy art and craft sessions, playing board games and generally relaxing after a busy day at school.

Nursery Education

The quality of teaching and learning is satisfactory which results in children making sound progress towards the early learning goals. Staff have a reasonable knowledge and understanding of the Foundation Stage. They have a secure understanding of how children learn and progress and provide a sufficient range of activities and experiences to promote this. Although planning is detailed, it does not sufficiently identify intended learning for individual children, this results in staff not always building on what children already know and occasionally leads to them becoming disengaged.

Children are very confident. They understand the need to share and recognise the rules of the setting, such as standing at the wall when waiting to come in from outside. They are good communicators and are articulate. They chatter happily with each other and the adults caring for them. They listen to favourite stories such as 'Mr Wolf's pancake' and join in with this, however, they make little use of the book area to access books independently. Some children are able to link sounds and letters, recognising the letter sounds of their name and of other words. They make good attempts to write their names on paper and on computer, and some know the correct letters. Children are becoming increasingly confident with numbers. They recognise numerals on the computer keyboard and on the advent calendar. They count how many boys and girls there are in the group and use mathematical language, such as bigger and smaller as they play. Staff do not always make the most of these opportunities to extend more able children's understanding of number. Children design and make using different materials, such as boxes, tubes and paper to make their 'Christmas presents'. They are beginning to gain an understanding of different cultures and beliefs as they celebrate Chinese New Year, Diwali and Christmas. They are able to follow simple programmes on the computer and use equipment, such as cameras and telephones, however, opportunities for investigating and exploration are limited. Children use a variety of media, such as paint, sand, water and play dough. They engage in role play as they make their Santa's grotto but this area is not used effectively to develop

children's imagination further. They enjoy their music sessions with the specialist teacher when they sing, use instruments and participate in music and movement activities.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed by familiar staff who are on hand to offer support and reassurance. This contributes to children feeling secure and content in the nursery. Children are becoming aware of wider society as they take part in sufficient activities to learn about different cultures, such as Chinese New Year and access varied resources which reflect the diversity of society. They participate in fund raising events to help children less fortunate than themselves. This positive approach ensures that children's social, moral, spiritual and cultural development is fostered. Appropriate procedures are followed for the care of children with learning difficulties and disabilities and the nursery works closely with parents and other professionals to promote their welfare and development within the setting.

Children generally behave well. They are beginning to understand that their actions affect others and staff remind them about the importance of being kind and caring to one another. Occasional lack of challenge for some children leads them to becoming disengaged and disinterested in some activities which can result in some minor behavioural problems.

Partnership with parents is satisfactory. Parents receive an introductory brochure and information, such as menus and activity plans are clearly displayed for their attention. Their views are sought by means of daily communication and questionnaires. Responses are on the whole positive, with any concerns dealt with appropriately. Newsletters are sent out to keep parents informed of general nursery activities. Basic information is given to parents regarding the Foundation Stage and of what their children are learning. Activity plans are displayed which are linked to the areas of learning and some information is provided in the newsletters. However, there are insufficient opportunities provided to share assessments with parents to keep them fully informed of their child's progress at the setting.

Organisation

The organisation is satisfactory.

The nursery environment is organised appropriately to promote children's welfare. The rooms are organised generally well with the staff making the most of the available space. Most of the staff directly caring for children have a childcare qualification. Secure recruitment and selection procedures are in place to ensure they are suitable to work with children. Supervision and appraisal systems have been introduced but have not yet impacted fully on the provision. As a result, systems for ensuring staff are committed to promoting the welfare of the children, and ensuring they are clear about their roles and responsibilities within the nursery, are not fully effective.

Leadership and management is satisfactory. The new manager is committed to developing the care and education of the children. She is supportive towards the staff and encourages them to develop their practice. The systems for monitoring and evaluating the provision of nursery education are not yet sufficiently robust to fully assess the setting's strengths and weaknesses.

Required policies and procedures which are required for the safe and efficient management of the provision are in place and shared effectively with parents. These are well organised and are

up to date, however, not all planning documentation for the pre-school and out of school provision is available for inspection.

Overall, the provision meets the needs of the range of children who attend.

Improvements since the last inspection

Since the last inspection the nursery has ensured that prior written parental consent is obtained before medication is administered to children to safeguard their welfare. Arrangements are now made to ensure children are transported safely in the mini bus and that they are safe when on outings. Some improvement has been made with regards to planning and providing activities and play opportunities, however, there are still areas for development and a further recommendation has been made at this inspection.

Since the last nursery education inspection the setting has taken positive steps to increase staff's knowledge of the Foundation Stage and of how to deliver the curriculum effectively. Planning and assessments are now in line with the Curriculum guidance for the foundation stage, in order to promote children's learning in all areas. Positive steps have been taken to improve the partnership with parents so that they are informed and involved in their children's learning and progress, and to ensure the systems which monitor the quality of teaching and learning are rigorous and effective. However, these remain areas for further development and recommendations have been made at this inspection.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required 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 complaint 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):

- ensure all harmful substances are inaccessible to children
- use the 'Birth to three matters' framework to support outcomes for children aged two years and develop the planning for children attending the out of school facility

- ensure all staff recognise their responsibilities for promoting the welfare of the children and are clear about their role within the nursery
- ensure all documentation is available for inspection.

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 the curriculum to ensure all areas of learning are covered effectively and children's individual learning needs are met
- develop the ways in which information regarding children's assessments can be shared with parents
- further develop the systems for monitoring the provision for nursery education.

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