



Teddies Day Nursery

Inspection report for early years provision

Unique Reference Number	131594
Inspection date	15 September 2005
Inspector	Anne Gunston / Sue Stuart
Setting Address	7-9 Roberts Road, Southampton, Hampshire, SO15 5DF
Telephone number	02380 211103
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Registered person	BUPA
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, Southampton was acquired by BUPA Childcare in June 2000. The nursery serves both the local and wider community and is situated close to the city centre. There are currently 102 children aged from 0 to 4 years on roll. This includes 30 funded 3-year olds and 3 funded 4-year olds. The setting currently supports children with special needs and children who speak English as an additional language.

The nursery opens 5 days a week for 51 weeks of the year from 08:00 until 18:00 on Monday to Friday; children may attend for a variety of sessions.

There are 24 part-time and 12 full-time staff employed to work with children. The majority of staff hold early years qualifications to NVQ Level 2 or 3; 1 member of staff is currently working towards an early years qualification.

The setting receives support from the local authority Early Years Development and Childcare Partnership, and is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children receive nourishing meals and snacks at the nursery, these are cooked on the premises and individual dietary needs are met. For example, babies' bottles are prepared hygienically by staff; and are fed whenever possible, at times which coincide with the parents' routine. All children benefit from daily physical activities; older children develop confidence and good co-ordination, for instance as they negotiate space while peddling ride-on toys. Children have opportunities to access a selection of climbing apparatus situated in the large outdoor play areas. They learn new skills, such as catching and throwing bean bags and kicking balls. Children follow acceptable hygiene routines, some gain independence in personal care, for example, they use toilet and hand-washing facilities independently. Children are able to rest and sleep in a comfortable environment. Staff ensure that quiet space is provided for toddlers to rest comfortably each day and provide a particularly restful, quiet environment for babies to sleep in individually labelled cots.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, inviting environment with colourful examples of the children's own work displayed on the walls. They are able to move safely around the rooms and older children use dedicated areas of the nursery properly for their chosen activities. Children are learning how to protect themselves as they follow staff's instructions, for example, to hold onto stair rails, or pause and wait before proceeding along corridors. They are able to select their own play materials from a well-maintained variety displayed at low level by staff. Risk assessments are completed each day by the entire staff team and minimise most hazards to children. Younger children in particular are well protected as the team of staff are effective in cleaning the carpets, toys and equipment thoroughly. However risk assessments do not accurately identify areas where cleaning and maintenance is inadequate, such as some of the children's toilets and food preparation areas. Staff have an acceptable knowledge of child protection procedures, enabling them to take positive action should they feel a child is at risk of harm or neglect.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children under three years enjoy well-planned, purposeful activities in the nursery. Staff make good use of the Birth to Three Matters framework to make sure these are developmentally appropriate for each child. Younger children gain confidence and practical skills; they are given support and encouragement by staff, for example, as they find their feet and explore their own ability. They are secure and settled as every effort is made to ensure key staff comfort and handle children who are their responsibility. All children are inquisitive and curious in their play with toys and equipment. They enjoy the activities and play materials provided by staff and learn to consider others as they play.

Nursery Education

The quality of teaching and learning is satisfactory. Children gain from the staff's knowledge and understanding of the foundation stage curriculum and how children learn. This enables staff to plan suitable learning programmes that cover all areas of learning. Children's learning is developed through staff's good questioning and interest in the children.

Children's progress is measured through observations and an assessment system. However, staff do not always use these observations to identify the next steps for children's learning to ensure their progress through the stepping stones is appropriately addressed and recorded.

Children develop a positive attitude to their learning as they share in a wide range of practical activities, for example playing sound lotto together. They choose from a range of resources to develop their skills, such as building with construction toys, and drawing pictures using a variety of writing materials. Children demonstrate their interest in numbers as they play a game counting picture items and matching numerals.

Children express their ideas and imagination through a range of situations, such as making sand birthday cakes, and role play shopping. Opportunities for children to explore and experiment with a variety of art materials is good, for instance making a group collage weather board. They frequently talk about the past and present events in their own lives, and about the lives of others, including those of other cultures.

Helping children make a positive contribution

The provision is good.

Children from varying ethnic backgrounds are welcomed into the nursery; staff ensure they feel valued by ensuring that resources accurately and positively represent all in the community. The staff team welcome and encourage the involvement of parents, and ask that they bring their own knowledge and skills to the nursery for the benefit of the children. Children with special needs are supported fully during their time in nursery. Staff work closely with parents and other relevant

professionals to ensure all children's individual needs are met. Children's spiritual, moral, social and cultural development is fostered. Children show concern for others, for instance, in welcoming an apprehensive child to the group. They are beginning to communicate their ideas and emotions, for example through domestic role play situations. They express delight in achieving a task, such as filling a jar with alphabet letters.

Children behave well and know what's expected of them. They benefit from the good role models provided by the staff. Children relate well to each other and know how to share and take turns fairly. Older children demonstrate good personal independence, for example helping clear away the dishes at lunch time. Their understanding of other cultures is developed through play resources and activities designed to broaden their knowledge of the wider world.

The partnership with parents and carers is good. Children benefit from the open, warm welcome that families receive. Parents are given good information about the foundation stage curriculum activities and their children's progress through parents' evenings. They value the ability to speak to staff concerning all aspects of their child's care during daily discussions and appreciate staff's use of diaries to exchange information. Children benefit from this good partnership as families feel well supported and involved. Children's needs are met in accordance with their parent's wishes.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. There are appropriate procedures in place to ensure that only vetted staff work in close proximity to children, and that sufficient staff are deployed correctly to support them. Annual performance reviews take place, which means that staff are encouraged to identify their training needs and develop their own practice. This in turn, has a positive impact for the children's learning. Staff work well as a team, they meet regularly to discuss all aspects of nursery practice, curriculum planning and the children's progress. Much of the current success of the pre-school group is the relationship between the manager and unit leader. A monitoring and curriculum evaluation system is in place, however this is not implemented and staff are unable to identify their strengths and areas for development to ensure appropriate challenges for children's learning.

Staff show commitment to the nursery and to continuing training, in order to improve their childcare skills. They value the initiatives introduced by the manager, and respond positively to responsibility delegated to them for their individual units. Sufficient space exists for the benefit of the children overall. However, some areas of the nursery and resources, for example the sensory room and areas for messy play, are not well used. Children therefore do not gain full benefit from the range of stimulating and creative resources available to them.

All documentation required for the operation of the nursery is in place and stored on site, enabling the nursery to promote the welfare, care and learning of all children. The nursery meets the needs of the range of children for whom it provides. Individual

children's records are kept confidential and shared with parents promptly, which ensures the care of the children is consistent.

Improvements since the last inspection

At the last nursery education inspection the nursery was asked to improve the organisation of space to allow children to access resources easily, particularly with regard to writing and mathematical materials. The re-organisation of the two pre-school rooms into learning areas now allows children to access and use the relevant resources easily. In addition, the nursery was asked to develop the planning system to include all six areas of learning; develop a system to monitor and evaluate the quality of nursery education; and provide sufficient challenges for all children. The nursery have developed the educational programme to cover all areas of learning. However, currently monitoring and evaluating procedures are not implemented, and challenges for children are not always clear. Overall these improvements have a positive impact on children's learning.

With regard to the care of the children, several recommendations were made. These related to the moving and handling of children; the temperature of hot water; the sleeping arrangements for Little Learners; the use of space, quantity of resources and activities available to all children. Staff have undertaken training in handling the children, which ensures that this is now done with care and sensitivity. The children's health and safety is promoted as they are able to wash their hands in water maintained at an appropriate temperature. Little Learners are undisturbed and sleep safely as staff implement new guidelines for minimum space between sleep mats. The nursery have improved the range and quantity of resources and activities available to all children. Children are grouped appropriately with sufficient staff in each room and have adequate space for play and rest. The nursery have plans to further improve the environment and create more spacious play areas and a defined pre-school unit.

Complaints since the last inspection

Since 1 April 2004 Ofsted have received three complaints concerning this provider.

During March 2005 a concern was raised relating to Standard 2 – children inappropriately grouped causing over-crowding. An unannounced visit took place and an action and recommendation were raised to be completed by 21st March. The provider remains qualified for registration.

During May 2005 a concern was raised relating to Standard 11 – behaviour, in that a child was bitten on two separate occasions in April, and incidences were not dealt with appropriately by staff. We asked the provider to investigate these concerns and report back to Ofsted within 7 working days. The provider reported back with details of their investigation. Ofsted is satisfied that the registered provider has taken appropriate steps to address these concerns and remains qualified for registration.

The third concern related to National Standard 2 – organisation, in that adult-child

ratios were not being maintained during lunch times. We investigated this concern by carrying out an unannounced inspection on 6th April 2005. The childcare inspector addressed the concern with the provider. During the investigation the setting was found to be not meeting the adult-child ratios during lunch times, and as a result of this, a compliance notice was been issued with regard to Standard 2. In addition to this two actions were set, which relate to Standard 3 and Standard 6 of the National Standards. The provider remains qualified for registration.

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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 areas of the nursery are clean and well-maintained
- evaluate and improve use of all areas of the nursery to ensure children gain full benefit from all resources and learning environments

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):

- evaluate curriculum plans to identify strengths and areas for improvement
- evaluate activity plans to ensure challenges are appropriate for all children
- use children's assessment records to plan the next stage of their learning

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