

Teddy Bears Nursery

Inspection report for early years provision

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Inspector Permjit Tanda

Setting address Long Lane, Newtown, Great Wyrley, Walsall, West
Midlands, WS6 6AT

Telephone number 01922 710 448

Email fellows@djdesigns.freereserve.co.uk

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Teddy Bears Nursery opened in 2004. It operates from two rooms in a detached building in the rural area of Newtown, Great Wyrley. The nursery serves the local and surrounding areas. Children have access to an enclosed outdoor play area. It is open each day from 07:30 to 18:00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 29 children may attend the nursery at any one time. There are currently 58 children aged from birth to under five years on roll. The setting is in receipt of funding for the provision of free early years education to children aged three and four years old. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities and those with English as an additional language.

Ten staff work directly with the children of whom all hold an appropriate level three or above early years qualification. The setting has been awarded a level two quality assurance accreditation and is working towards level three.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well-developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with the success. Children are safe and secure at all times. Provision for their health and emotional well-being is a key strength. Effective partnership with parents, the local nurseries and other agencies contributes significantly to ensuring that the needs of all children are met very well and they receive any additional support they need. Regular self-evaluation ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide increased opportunities for children under two years to concentrate on activities and experiences to develop their own interests throughout the session by paying particular attention to communication, language and literacy, knowledge and understanding of the world and creativity, for example, through water play, playing with sand, paint, and early writing skills through mark making
- increase opportunities for more able children to develop their knowledge and understanding of the world by questioning why things happen, and to freely explore concepts such as floating and thinking, weight, capacity and measures.

The leadership and management of the early years provision

The setting is effectively led and managed by the registered person and the person in charge who are actively involved in the smooth running of the nursery, which contributes to a well motivated staff team. There are effective procedures in place to ensure all adults caring for children or having unsupervised access to them are suitably qualified and experienced, with an effective induction process. All records, policies and procedures are in place and regularly reviewed. A dedicated staff team give high priority to keeping children safe. Robust written risk assessments of the environment indoors, outdoors and when the children are out on outings means prompt action is taken to manage or eliminate risks. Experienced staff have a clear understanding of the safeguarding policy and procedure and a commitment to working with other agencies to protect children; this means children are safeguarded well.

Staff work hard to promote positive attitudes to diversity and differences within all children; through doing this children learn to value different aspects of their own and other people's lives. All children and families feel included safe and valued. There are effective systems in place to meet children's needs for additional support, they are identified as early as possible through effectively sharing information, records and working with parents and appropriate agencies.

The nursery strives for improvement and to provide high quality care and education. The management team work alongside staff to continually look for ways to improve the quality of the learning, development and care they offer. The provision has improved outcomes for children since the last inspection through implementing the recommendations made.

Partnership with parents are very well-established and ensure each child needs are met. Parents received detailed information about the early years provision and its policies. Parents are kept well informed about their children's achievements and progress and are actively encouraged to be involved in supporting their children's learning and development. This good two-way flow of information coupled with each child having an assigned key person, who has special responsibility for them, means children feel safe and staff can build close relationships with their parents. The setting ensures effective continuity and progression by sharing relevant information to help tailor their approach to meet the needs of children who also attend other nurseries and playgroups.

The quality and standards of the early years provision

Children are welcomed into a clean and well organised space. Competent, qualified and experienced staff work well together to support the children's learning through planning around the six areas of learning, which contributes to children making good progress towards early learning goals. All staff have good knowledge of the Early Years Foundation Stage learning and development requirements. Some staff

are extremely creative and observe and reflect on children's spontaneous play and build on this by planning and providing a challenging environment which supports and extends children's learning. Older children especially have access to an extensive range of resources and play experiences which capture their interests and imagination.

Children's personal, social and emotional development is successfully promoted. All children develop close relationships which are warm and caring which leads to the growth of their self-assurance, sense of belonging and emotional health and well-being. Children are encouraged to express their ideas and their feelings and are provided with experiences which help them develop a positive sense of themselves and others. Children are confident within their environment through staff developing simple systems appropriate to the children's ages to help them understand the daily plan and the activities on offer. Older children enjoy the routine because staff have developed creative ways of actively engaging them and by often letting them take the lead, for example, individual children confidently sing the 'tidy up' song using a large megaphone, which children respond to positively.

The children's communication language and literacy is supported extremely well. The environment for the older children is well organised and incorporates early writing skills successfully. Children enjoy making marks on paper due to the various clipboards, note pads and writing materials which are made readily available in all areas used by the children. Children freely pretend to take orders for food and write lists whilst playing imaginatively in the florist and café. A wide selection of books are incorporated throughout the areas used by the older children, including big books which are displayed on stands which are easily accessible to the children. This develops children's fondness for books which they access independently and with their friends, thoroughly enjoying and giggling about what they see. Children listen with enjoyment to stories and are often eager to actively participate to retell the story due to the interesting range of visual cues and story pops used. An environment which is rich in print helps children learn that print carries meaning. Staff caring for babies encourage their communication through being physically close, making eye contact, using facial expressions and varying the tones of their voice to engage them.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Older children engage in a good range of meaningful experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. Staff have created a stimulating environment both indoors and outdoors which encourages the children's interest and curiosity. Children use their senses to explore and investigate various textures. Children's mathematical development is building well as they seek patterns, make connections and recognise relationships through finding out about and working with numbers, counting, sorting and matching. Children enjoy playing with the sand and water. However, opportunities to further extend children's learning and for them to question why things happen through concepts such as floating and sinking and opportunities for more able children to explore weight, capacity and measures and are not always well incorporated. Furthermore, staff caring for children under two years do not always successfully

incorporate a full range of experiences throughout the day such as making the sand, water, paint and writing materials freely available for children to use at their own leisure.

Children behave in ways that are safe themselves and others and are developing an understanding of dangers and how to stay safe. Children are developing an understanding of making healthy choices when they eat and drink. Children are developing healthy habits through taking part in a daily, indoor, physical exercise class which they look forward to and enjoy. They build their confidence through using a varied range of physical play equipment which increases their physical fitness. There are high expectations of behaviour and children develop good habits due to the praise and encouragement they receive. They successfully develop skills that contribute to their future economic well-being through making good progress in their communication, literacy, numeracy and information and communication technology and through demonstrating an understanding of the wider world through their play and communications.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints since the last inspection.

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.