

Teddy Bear Nursery

Inspection report for early years provision

Unique reference number	EY320533
Inspection date	11/05/2009
Inspector	Marina Anna Howarth
Setting address	167 Milnrow Road, Rochdale, Lancashire, OL16 5BA
Telephone number	01706 651700
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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 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 Bear Nursery registered in 1999 and operates from two adjacent buildings, a single-storey bungalow and a detached two-storey house. The bungalow consists of two play areas for children under two years and the house comprises of four play areas for children of various ages. It is a privately owned family business which provides full day care. Children have access to an enclosed outdoor play area. The nursery is situated in the residential area of Newbold near Rochdale. It is open weekdays, all year round, from 08.00 to 17.30.

The nursery is registered on the Early Years Register. A maximum of 65 children may attend the nursery at any one time. There are currently 77 children on roll. The nursery currently supports a number of children who speak English as an additional language.

There are 14 members of staff, of whom all hold appropriate early years qualifications. The manager holds the Early Years Foundation Degree in Childcare.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children's sense of belonging is expertly fostered through the child focused, welcoming and stimulating atmosphere. They are treated with equal concern and their individual needs are met extremely well through personalised planning, rigorous assessments and the successful partnership staff have established with parents and other agencies. An excellent balance of adult-led and child-initiated activities results in children being competent learners with a high degree of self confidence, who feel valued, safe and happy. All staff are involved with excellent systems to enable them to continuously reflect on their practice. The manager demonstrates a clear vision for the ongoing development of the service and all staff demonstrate high aspirations for continuous quality of care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to improve the outside area to offer the same challenges as indoors.

The leadership and management of the early years provision

Parents and carers are provided with comprehensive written information about their children's welfare and learning. They are kept fully informed of the daily activities and extensive information is distributed throughout the setting about the Early Years Foundation Stage framework. Parents play an active part in their child's

learning and progress as their views are valued and there are continuous opportunities for them to contribute their ideas and suggestions. As a result, consistency of care is provided for the children and they have their individual needs met effectively. Information gathered from questionnaires promotes reflection of the service, where views are acted upon and implemented. The nursery operates an 'open door' policy where parents are able to discuss their child's progress at any time. In addition, there are regular parents evenings, newsletters of current and forthcoming events and daily opportunities for parents to contribute to their children's individual plans. Two bilingual members of staff support parents who speak English as an additional language and ensure inclusive practice is maintained. Parents when spoken to express enormous satisfaction with their children's progress in all areas of learning and the extensive development of their social skills.

The setting has established excellent links with external agencies so that children with physical disabilities or additional educational needs access good support. Staff liaison with other schools ensures individual children experience a positive transition and ensures continuity of learning.

Children are fully safeguarded and protected from harm through the setting's robust procedures and practices. All staff have attended child protection training and are confident in the procedures to follow should any concerns arise. In addition, the manager operates systems where she regularly explores their knowledge to ensure they remain confident and vigilant in their practice. Children's welfare is protected through extensive and effective risk assessments for all areas of the building, outdoor area, resources and individual outings. These are conducted daily, monthly and annually and are all dated, signed and reviewed.

Extremely effective systems are implemented for the recruitment, selection and induction of staff. Extensive induction procedures are carried out over a six month period. This includes shadowing experienced staff, signing off competencies as they are completed and regular tests throughout the probationary period.

The setting is effectively led and managed by an enthusiastic, dedicated staff team who are highly motivated in their continuous professional development. The self evaluation system is extensive and effective. All staff and users are consulted and self evaluation is an ongoing process, where continuous reflection of practice and systems takes place. Staff implement their knowledge gained from attending training to develop childcare practice. In addition, peer on peer observations take place and the manager plays an active role in the day-to-day running of the nursery. As a result, staff draw from their strengths and weaknesses, they support and encourage each other and feel valued. In addition, each staff member has a designated area of responsibility in which they take exceptional pride. All recommendations raised at the previous inspection have been successfully addressed. For example, a recommendation was raised to develop children's independent skills at meal times. All children are now involved in setting up the table and tidying away. Toddlers proudly place drinking vessels and bibs on the table and older children serve themselves meals, which has successfully promoted their independence and social skills. The management team demonstrates an exceptional commitment to meeting the needs of the children and families and

providing high quality care. Their enthusiasm, commitment and strong leadership skills clearly have a vast impact on the staff team. There are clear visions for the ongoing development of the provision, which all staff are committed to achieving.

The quality and standards of the early years provision

Children have access to a safe and secure setting. They are greeted by enthusiastic, friendly, caring staff who ensure daily routines are filled with fun, laughter and challenges to enable children to reach their full potential. Meticulous care and attention is placed on ensuring the children are welcomed into a bright, colourful and educational environment. As a result, children are enthusiastic to explore their surroundings and participate in the extensive range of resources and experiences provided for them and their sense of belonging is extremely well fostered. Each wall display depicts a story of how individual children's interests have influenced the children's artwork and activities. For example, children expressed an interest in insects when they were playing outside so they made their own insects and created an insect habitat where a snail made a home. In another instance, children had expressed an interest in different countries so a large map of the world was displayed to enable them to locate the different places. Leading on from this, children expressed interest in the different flags around the world and created their own.

Children thrive and thoroughly enjoy their time at the setting. They are making extremely good progress across all areas of learning. The effective organisation of the play environment enables children to make independent choices as they self select from a range of good quality resources both indoors and outdoors. However, staff have identified the need to extend and improve opportunities in the outdoor area to offer more nature based challenges and creativity. Children are confident, excited and motivated in their play. They use their imagination as they access resources in one area and re-locate them to another. For example, children help themselves to clip boards, pens and paper from the mark making area and walk around the room pretending to do the register and ticking the names of children present.

There is a successful balance of adult-led and child-initiated activities and planning is focused on the children's individual interests or as a result of feedback from parents. Staff continually consult children as to what activities they would like to do and facilitate their requests. All resources are located in low-level storage units and are clearly labelled with words and pictures enabling children at different levels to identify the contents. Dual language is also promoted strongly throughout the setting in the form of conversations held by bilingual staff, posters and books. As a result, inclusion is effectively promoted. Young infants are able to explore their environment with ease as there is sufficient space for them to do so. Children who are learning to walk hold onto low-level furniture to pull themselves up and aid their balance. Very young children lie on their backs waving their hands and kicking their legs grinning with delight. Young children explore toys and resources independently making informed choices. For example, they select mirrors and develop an awareness of self as they look at their reflections and chuckle. They enjoy exploring natural resources such as large smooth stones, brushes, shells,

loafers and scented candles.

The nursery operates a successful key worker system which ensures close bonds and relationships are formed between staff, children and parents. Staff demonstrate an excellent knowledge of child development and the Early Years Foundation Stage which means that children's unique needs are successfully recognised and ensures they feel valued and secure. Effective assessment systems ensure that children's starting points are clearly identified. Ongoing observations enable staff to establish what children can do and identify their next steps in learning. Planning is reflective of children's interests and staff effectively support children with any emotional difficulties, learning needs or disabilities. Children have an excellent understanding of their emotions as staff talk to them about their feelings. They have actively devised a book of feelings together which has given children opportunities to express how they feel and why.

All children have excellent opportunities to access play activities which cover all six areas of learning. Activities are adapted to meet individual needs. For example, when playing with cornflour, girls enjoy making pretty patterns whilst boys enjoy playing slimy monsters. Children are successfully developing an understanding of the wider world as they access information and communication technology equipment and learn how to manoeuvre the mouse and identify letters on the keyboard. They learn about nature as they grow grass seeds and make grass heads. They are involved in gardening activities where they plant sunflower seeds and take responsibility for taking care of them. Children participate in a wealth of festivals where they explore the meaning of the festival, make celebration cards and try a variety of food from different countries.

Children's behaviour is exemplary, they use their manners, are courteous and kind to each other and share the resources. Staff continually give children praise and encouragement and operate effective behaviour management strategies which works successfully. Children are also developing a strong awareness of their personal safety and they are involved in devising and implementing ground rules. As a result, they are learning about the consequences of their behaviour.

Positive steps are taken to promote good health and well-being. Children understand what foods are healthy for them and are offered a nutritious range of healthy meals and snacks. Parents make an active contribution to the nursery menus and support the healthy eating regime. The nursery has been awarded the 'Golden Grin' award and are proactive in ensuring children operate good dental hygiene as they clean their teeth after meals and the community dental nurse visits regularly.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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