

Teddies Nurseries Limited

Inspection report for early years provision

Unique reference number	EY253975
Inspection date	25/08/2009
Inspector	Anahita Aderianwalla
Setting address	60 Beaconsfield Road, London, N11 3AE
Telephone number	0208 368 7915
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Teddies Nurseries Limited in New Southgate, London, is one of 34 nurseries managed by Teddies Childcare Provision Limited. The nursery opened in 2003. It is situated in a single storey newly refurbished building close to schools, transport and parks. There is access to an outdoor play area. The nursery is registered to provide full day care for 58 children up to five years of age. Children can attend on a full or part time basis. There are currently 80 children on roll in the early years age range. The nursery has systems in place to support children with special educational needs and/or disabilities. It is open between 8.00am to 6.00pm, Monday to Friday, all year except for bank holidays. There are 18 staff who work with the children all of whom hold an early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The staff have excellent knowledge of each of the children's individual needs, as a result staff promote the children's welfare and learning development with great success. Staff ensure children learn about the world around them in a fun and educational manner, which children greatly enjoy. The setting has excellent partnerships with parents and outside agencies, which benefits and enhances the care of the children. Self-evaluation is an integral part of the management of the setting, ensuring that staff are able to identify areas for development and make improvements as part of an ongoing cycle.

What steps need to be taken to improve provision further?

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

- further enhance children's daily opportunities to access resources that promote culture and diversity.

The leadership and management of the early years provision

The setting is effectively led and managed by the person in charge and her deputy, who are supported well by their senior managers, which contributes to the smooth running of the nursery. Staff are well qualified, experienced and motivated to further raise their skills and qualification. They understand and engage in informed reflective practice, work collaboratively to share knowledge, question practice and test new ideas. This process helps build good foundations for future success in the care and education of children. The provision has improved some outcomes for children since the last inspection, through implementing the recommendations made.

All the required documents, policies and procedures are in place to support the

smooth and highly effective running of the setting. All staff working with children complete a thorough recruitment process and undergo checks through the Criminal Records Bureau. Staff have appropriate levels of qualification and experience and most hold qualifications equivalent to Level 3 or above. Safety and security are given a high priority, with effective risk assessments in place and all toys and equipment checked carefully on a daily basis.

Staff are highly skilled in writing the children's assessments and ensure they are linked to the early learning goals. Staff number each disposition and record these with the relevant observations. This ensures staff are able to track the successful progress the children are making and to work on the areas which the children need extra help in. Staff have an excellent understanding of the Early Years Foundation Stage and are extremely aware of planning for the individual needs of the children. This ensures children are making excellent progress towards the early learning goals from their starting points. A thorough and detailed system of monitoring and self-evaluation is in place which involves staff and parents in identifying strengths and suggesting areas for development. Action has been taken as a result of this; to bring about improvements in information available for parents and to ensure that the new requirements of the Early Years Foundation Stage are met.

Children benefit greatly from the relationships the staff have built with the parents. The setting has an open door policy and regularly invites and encourages parents to participate in activities with their child. This enhances the concrete relationships between the staff and parents. Parents receive regular updates about the setting and the provider organises parents' evenings where the staff talk to the parents about the curriculum and the excellent progress the children are making with their development. Regular newsletters and an email facility also help to keep them in touch with the setting.

The quality and standards of the early years provision

Children play and learn in a carefully planned, engaging and stimulating environment. Activities are set out so that children can access them independently and this effectively fosters a confident and inquisitive approach to learning. Children clearly take delight in the wide range of activities they enjoy and are extremely enthusiastic about learning. Good use is made of the outdoor environment to enhance learning. Staff make full use of a variety of resources to provide children with regular, first-hand experience of weather, seasons and the natural environment. They have a sensory garden where children learn about the growth cycle of the sunflowers they have planted. An excellent balance of planned and spontaneous play results in children who are extremely independent, active learners that are confident, creative and able to think critically.

Staff maintain detailed and meaningful records of what children can do and they use this information extremely effectively to develop short term plans which are highly responsive to children's changing needs. Planning covers all areas of learning and supports staff in ensuring that they have a clear understanding of the intended learning outcome for each activity. Children's individual learning needs are identified through a unique 'floor book' that involves the children taking part in

leading the planning through voicing their interests, and staff using this information to create complete 'individual education plans', and these are further developed in consultation with parents and other professionals in order to fully support all children.

Children have excellent opportunities to develop their independence and self-care skills. They serve themselves choosing what they would like and clear up the table after meal times. The children's communication language and literacy is supported well. A wide selection of books incorporated in the book area and regular story sessions helps develop the children's fondness for books. They learn how to be nice to others as they listen to themed stories and discuss which words are kind to say and those which are unkind. Children develop excellent communication and literacy skills. An environment which is rich in print helps children learn that print carries meaning. Children benefit from time to develop spoken language through sharing conversations both one-to-one, in small groups and between the children themselves. 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.

Children have an excellent range of opportunities to learn about the world around them. These range from observing sunflowers they have grown in their sensory garden to finding out about the growth cycle of flowers. Children enjoy a wide range of activities which help them to improve their fine-motor skills, including using the computer mouse, small construction play, such as Lego and learning to hold different sized paint brushes. They have frequent opportunities to exercise as they make good use of a variety of play equipment in the garden. Children's creativity is fostered as they have free access to painting, collage and drawing materials as well as musical instruments and dressing up clothes.

Children's welfare is very effectively promoted. Staff implement appropriate strategies to keep children safe and have a very good understanding of child protection procedures. Most members of staff have up-to-date training in first aid and effective procedures are followed if children become ill or have an accident. They learn how to keep themselves safe as they discuss the dangers of slipping on mud and then make signs to alert others around them. As a consequence of the highly professional, child-centred and engaging environment in which children are cared for, they are fully supported in developing into confident and capable learners.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met