

Teddies Nurseries Limited

Inspection report for early years provision

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06/11/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Teddies Nurseries (Bracknell) is one of 143 nurseries owned by Bright Horizons Family Solutions Ltd. It opened in 1999 but was taken over by Bright Horizons in 2009. The nursery operates from self-contained premises close to a residential area on the outskirts of Bracknell. The nursery is divided into three units that group the children by age. Older children have free access to a secure garden for outdoor play. The nursery is open each weekday from 8.00am to 6.00pm with the option of an extra service between 7.30am until 7.00pm, for 51 weeks, closing for Christmas week and all bank holidays.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 62 children from three months to five years on roll. Of these, all are in the early years age group and no children in the later years age group currently attend. A maximum of 50 children may attend the nursery at any one time. Children attend for a variety of sessions and come from the local and wider area. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are 12 members of staff who work with the children. Of these, nine hold relevant childcare qualifications at Level 2 and above, and three are attending training for an appropriate qualification.

The nursery has Investors in People accreditation, the local authority Gold Award for Food Hygiene and Catering for Health Award, and Gold Award for Healthy Snacks from the NHS, and a Four Star for Scores on the Doors awarded by the local authority for food hygiene standards.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The leadership and management team show high levels of commitment to the continual evaluation and improvement of the nursery, and work closely with staff to share their vision and drive forward their ambitious programme for development. Staff receive good support for their professional development through the provision of training, and are developing reflective practice through the introduction of new systems. Staff organise and support activities that help children make steady progress in their learning and development, and effectively safeguard children through rigorous risk assessment and the reduction of hazards. Staff create an accessible and inclusive environment for the children as they recognise and value many aspects of their individuality, but have insufficient understanding of their various cultural backgrounds to fully reflect these within their provision.

What steps need to be taken to improve provision further?

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

- reflect within the nursery children's individual cultural backgrounds and experiences
- develop sustained shared thinking by offering encouragement, clarifying ideas and asking open questions which support and extend children's thinking and helps them make connections in learning.

The effectiveness of leadership and management of the early years provision

Staff, bank staff and students undergo appropriate vetting procedures which help to ensure they are suitable to work with the children. Staff understand the safeguarding procedure and the manager ensures that bank staff are informed of any changes in policies during their induction prior to working with the children. All staff receive basic training for safeguarding and two, including the manager, are booked onto Level 2 safeguarding training. The manager and staff rigorously risk assess the premises and activities and effectively reduce hazards. Staff have successfully completed systematic health and safety training over 80 days and received an award from the company for its thorough and timely completion. This helps ensure their understanding and implementation of procedures that safeguard the children.

The leadership and management team show great commitment to the continual development of the nursery, and seek feedback from staff and parents to help identify areas for development. They show high aspirations and have achieved an Investors in People accreditation. The leadership team develop and introduce new training schemes, such as for Equality and Diversity, which is due to be delivered in January. They motivate and value the professional development of their staff and the company awards prizes for the completion of training initiatives. The nursery manager and deputy are enthusiastic and deliver new training and initiates at a pace that staff find manageable and sustainable. The company employs early years advisors who develop in-house training, such as to develop staff's understanding of equality and diversity, due to run from January. The nursery manager receives close support from the company's area manager and early years quality improvement manager. Together at monthly meetings they evaluate the provision, set out a clear action plan and through frequent contact continually review and monitor the progress being made. The leadership allocates funds to support the continual development of the nursery, and recent improvements include the development of the garden area to provide a more stimulating environment and more free access to outdoor areas, and the redecoration and provision of additional resources to create a calmer and more supportive environment for the children. This reflects the effective implementation of identified development aims which benefit the children.

Staff set out rooms in activity areas and children access a good range of resources from low storage units and boxes, which allows them to develop confidence as they make independent choices and develop their play. Staff encourage older

children to use picture cards to select activities to set out for each of the six areas of learning within the Early Years Foundation Stage. Children keenly volunteer to help set up the garden in preparation for outdoor play. This involves children in managing their environment and develops their sense of belonging. Staff ensure the provision of activities that stimulate children's curiosity and promote exploration, such as water with bubbles, shaving foam, or planting and caring for seeds. Staff review and are currently buying new resources, such as round tables to promote interaction when younger children are seated. They evaluate their use of space, which has led to two rooms being joined to provide younger children with free access to more space, the development of children's access to the garden and the enlargement of some activity areas, such as for role play. The manager deploys staff effectively to ensure the maintenance of ratios and support for the children.

Managers and staff maintain documentation well and share records with parents, such as for medication and accidents, which supports continuity of care. Managers review and update the nursery's policies and procedures and draw any revisions to the attention of parents and staff. Parents are well-informed about the provision through the notice boards, brochure, website and monthly newsletters. There is a sensitive settling-in procedure that allows parents and children to develop relationships with staff and confidence prior to separation. Each child has a key carer known to parents, who completes a home diary and usually carries out the daily handover and discusses the child's care and activities with parents. Staff seek information from parents about children's individual needs, interests and starting points, which helps them provide appropriate care and activities. Staff invite parents to meetings twice a year to discuss their children's progress and records. Although children's learning at home is not yet included in children's progress records, a new questionnaire is about to be introduced to parents which aims to develop the two-way flow of information about children's interests and development. This will provide staff with a more comprehensive picture of children's overall development to further support planning. Staff normally display activity plans. However, although staff regularly identify children's next steps in learning they do not immediately share these with parents to further involve them in their children's learning.

Staff show understanding of children's different cultural backgrounds, but do not yet ensure these are fully reflected in the nursery to build on their self-esteem through valuing similarities and differences. The leadership team have already identified the need to review their systems for the evaluation and inclusion of children's cultures within the nursery, and training is planned for delivery in January. Staff are in the process of changing to planning systems that better respond to children's individual interests, learning and development. Staff liaise closely with parents, their in-house advisors and external specialists when children have special educational needs and/or disabilities. This ensures children's needs are fully assessed and helps staff provide appropriate activities. Staff have some links with schools, either through parents or directly, that help support children's transition. However, the manager identifies this as an area he wishes to develop in order to provide a higher degree of contact between children's key carers and reception teachers to further improve the sharing of children's records and other information.

The quality and standards of the early years provision and outcomes for children

Staff are familiar with the practice guidance for the Early Years Foundation Stage and use it to assess children's learning and plan activities with clear learning aims. Staff are currently introducing a new system for planning and the observational assessment of children's progress towards the early learning goals, and maintain children's individual progress records. Managers allocate time for staff to reflect on the effectiveness of activities and their observations of children's progress during weekly planning sessions. This helps them clearly identify learning aims for individuals and groups of children for the next week. Staff work closely with the children and support their activities, although levels of interaction vary in how effectively they support and extend children's understanding and learning. Staff plan some adult-led activities but do not sufficiently reinforce new learning or extend children during activities they select for themselves. This leads to children making satisfactory progress towards the early learning goals.

Each child has an allocated key carer which helps children develop trusting relationships with an identified member of staff as they settle. Staff develop routines that support children's care and learning, such as sleep and meal times. This provides a rhythm to children's days that helps them feel secure and settled. Babies are confident, responsive and well settled as they independently explore their toys and resources with staff's attentive and caring support. Staff encourage young children's communication skills by maintaining good eye contact with them as they talk to them. They look at books together and staff model language for children to repeat. Children reflect how they feel valued as they welcome managers enthusiastically when they visit their rooms and know their news is of great interest to them. Some staff use routines to enthusiastically engage children and promote learning very effectively, such as when they introduce calculation and problem solving at lunch time as a child finds enough spoons and bowls, or as they help children develop the confidence to try new things and make a group game of eating a small spoonful of rhubarb together. Children show delight as they find they unexpectedly like rhubarb and want some more. Staff generally promote children's self-esteem through recognising their individuality and praising their efforts. However, although they organise activities and resources that reflect other cultures, they do not sufficiently reflect the cultures of children currently attending to further develop their self-esteem and value similarities and differences.

Children develop good relationships with staff and each other. They play well together and staff give them clear and consistent guidance on how to behave appropriately. Staff organise activities that require children to work together, such as group art activities and parachute games. Staff model politeness and consideration, which children respond well to. Transitions for children are particularly good between the two older rooms, as children frequently mix during the day. Staff gradually introduce younger children to their next room as they move up, which helps most of them develop confidence in readiness for change. Children are keen to help staff when asked and usually participate well during group activities, such as music and movement sessions which staff have recently

increased. Children develop good levels of independence. Babies have space to move away from staff as they develop confidence and feed themselves with a member of staff supporting them when necessary. Older children help at lunchtime as they pour their own drinks or clear away their plates. All children have good opportunities to freely choose their activities and develop confidence as they make decisions and choices.

Staff help children develop good understanding of how to maintain their health and safety. Catering staff achieve awards for food hygiene and catering and provide nutritious meals, cooked on the premises, which children enjoy. Caterers and staff take into account children's individual dietary needs, and ensure they have similar alternatives when required. For example, children show pleasure in relating how they coated an apple in icing rather than chocolate, which they cannot eat, during Guy Fawkes celebrations. Staff adapt systems to support younger children's access to water in order to prevent the spread of germs, and now provide a poster of a beaker for them to point at when they want their drink rather than allowing them to pick their own cup. Staff liaise with parents about hygiene routines, and some children bring toothbrushes for cleaning their teeth after meals. Children access outdoor areas at least twice a day, which ensures they have fresh air and exercise outside. Through the close partnership staff have with parents, staff know when children might be off colour. They monitor children that are showing possible signs of illness and promptly inform the manager and parents when children are unwell, so that children can be collected early. This meets the children's needs and helps to prevent the spread of illness. Staff support children as they develop awareness of how to be safe. They remind children to take care and not wave cutlery around during mealtimes. Children help clear tables and carry light containers and plates safely, and help staff stack chairs when clearing up after lunch. Younger children show they feel secure as they pull themselves up on sturdy toys or approach staff for support. Children use larger apparatus outside, such as the climbing frame, and younger children push along wheeled toys and pull themselves up on sturdy furniture. This helps them stay safe as they develop awareness of risk and how to manage it.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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