

Teddies Nurseries Limited

Inspection report for early years provision

Unique reference number	131594
Inspection date	13/04/2010
Inspector	Lorraine Sparey
Setting address	7-9 Roberts Road, Southampton, Hampshire, SO15 5DF
Telephone number	02380 211103
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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 Nursery originally opened in 1997 and became part of Bright Horizons in April 2009. The nursery operates from two adjoining buildings in Southampton. Children have access to an enclosed outdoor play area. The nursery serves both the local and wider community.

The setting is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. A maximum of 81 children may attend the nursery at any one time, of these, all may be in the early years age group. There are currently 161 children on roll, of whom, all are in the early years age range and 45 children are in receipt of nursery education funding. The setting also participates in a specific project supporting two year olds. The setting supports children who speak English as an additional language.

The nursery is open from 8am until 6pm every weekday for 51 weeks of the year. The nursery employs a total of 20 staff, the majority of whom hold Level 2 or 3 qualifications in early years. Several staff are currently completing various training programmes. The setting receives support and advice from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, motivated and participate in a broad range of quality play opportunities throughout the nursery. Good communication with parents and a welcoming child-centred and inclusive environment helps children to make good progress towards the early learning goals. Staff provide good levels of support and clearly know children's individual needs and have effective systems to ensure these are met. The setting has made good progress since the last inspection to improve outcomes for children and ensuring continual improvement.

What steps need to be taken to improve provision further?

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

- develop further children's awareness of supporting their own health particularly with regards to blowing noses
- develop further staff awareness of linking observations, assessments and planning to maximise children's progress in all areas of their learning.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded from harm and neglect. Staff demonstrate clear knowledge and understanding of the setting's policies and procedures, and effective systems to follow in the event of a concern being raised. Rigorous and

robust recruitment and vetting procedures and a comprehensive induction programme ensures that staff are suitable to work with children and are clear on their role and responsibilities in all areas of the nursery. There is a high emphasis throughout the nursery on keeping children safe. Keypad entry systems and thorough risk assessments ensure that the environment is safe and secure. Daily safety checks and staff vigilance successfully supports children's safety in all areas. Detailed evacuation procedures are practised regularly using different exits to ensure that staff and children are confident and familiar with what to do in an emergency.

Throughout the nursery the management team and staff work hard to create a welcoming and family atmosphere. Staff plan the routines to provide opportunities for children of different ages to socialise, such as playing in the garden. This builds their self-esteem and confidence. Since being managed by Bright Horizons, the nursery is being refurbished and new equipment has been provided throughout the nursery. Children are encouraged to freely choose from the wide range of quality resources which are generally stored on low-level shelves and drawers or baskets. The setting has a very good range of resources that supports children's understanding of the wider world. An excellent range of dolls from different cultures and with additional needs, such as hearing aids, glasses and a wheelchair enable children to value differences through play. There is a strong sense of belonging throughout the nursery. Children have their own pegs, placemats and there are many examples of their artwork and photographs of them involved in activities. Photographic displays also support parents' understanding of how activities link to the various areas of learning.

There are effective procedures to monitor and evaluate the provision. The setting has worked hard since the last inspection addressing staff deployment, maintenance within the setting, behaviour management and planning. All staff have attended behaviour management and Early Years Foundation Stage training to support them in developing children's understanding of the expectations and boundaries and how to support them in their development and learning. The manager in particular and her team are very enthusiastic and committed to providing high quality care. There is a clear vision and parents are encouraged to be fully involved in all aspects of the nursery. Regular parent questionnaires and staff surveys provided the management team with opportunities to consider any improvements. Following a recent survey, the setting is appointing two parent ambassadors who will provide additional links between parents and staff. Children are also consulted on activities and more recently in devising healthy nutritious menus. The setting values the support given by their organisation and the local authority.

Partnership with parents and carers is good. There are effective systems to ensure clear communication between all parties. The staff work hard from the onset to establish positive partnerships. Effective settling in procedures ensures a smooth transition from home to nursery. Daily diaries and regular opportunities for parents to be involved in their children's learning journeys provides them with clear information on their child's time within the nursery and their progress. The setting has developed very positive relationships with other early years professionals and is currently working closely with various agencies to provide additional support for

children and their families. Parents report that their children are 'flourishing and making good progress'. They feel the staff are 'well organised, welcoming and keen to talk about their child's day and progress'. Parents state that they feel confident to approach staff and management to discuss any issues they may have. Good display boards provide additional information on the setting's policies, procedures and other useful information about training staff have attended.

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

Children are motivated and engaged in a range of interesting and stimulating play and learning opportunities. Young children enjoy exploring various mediums, such as gelli baff, gloop, sand and dough. Staff provide good levels of support and there is good interaction to encourage children to develop their own ideas and grow in confidence. Older children enjoy exploring how magnets work and look in their various play rooms for objects that may stick to the magnet. Staff praise a child when they discover the magnet connects to the door handle and they pull open the cupboard. Another child discovers if they put a magnet under the table and one on top of the table they can move them around. Children have lots of opportunities to be creative throughout the whole nursery. They participate in painting, digging in the outdoor area and recycled modelling. On a weekly basis they participate in a music and movement session developing their awareness of rhythm and movement. Children's emotional needs are well met. They benefit from developing close relationships with their key carer and their peers. Children often seek out their friends to join in their game. They are confident to talk to visiting adults and invite them to join in their play. Several children demonstrate their competence on the computer explaining what they need to do to complete the programme. They confidently match shapes and numbers and follow the simple instructions. Children's individual home routines are closely followed with regard to sleeping and feeding to ensure children are comfortable and settled.

Staff complete regular observations on all the children in the nursery. Parents are invited to complete 'What I can do at home' sheets which are used in addition to enable staff to effectively plan the next steps. Children's interests are incorporated within the planning. New systems have recently been introduced and staff are becoming more confident in using them. However, this is not consistent in all areas of the nursery to ensure children are making maximum progress in all areas of their learning.

Children's behaviour throughout the nursery is good. Staff speak quietly and calmly with the young children to explain the consequences of their behaviour. For example, when a baby pulls a toy away from another baby a member of staff explains that they had it first and found them a suitable alternative. Lots of praise and encouragement enables the younger children to learn right from wrong. Older children show consideration to their peers and willingly share the resources. At times, as their play becomes more boisterous, staff give gentle reminders resulting in them quickly calming down. There are good systems throughout the nursery, such as star charts and stickers to support children's understanding of the boundaries and expectations. Staff are positive role models in the way they speak

to each other and the children.

Children's understanding of healthy lifestyles is generally well promoted throughout the nursery. Good displays about hand washing support children's understanding of effective hygiene practices, older children routinely wash their hands at appropriate times. However, at times, some staff do not fully support younger children. In addition, at times, children are not encouraged to find a tissue, blow their noses and dispose of the tissue appropriately. Children have good opportunities to play in the well resourced outdoor area and develop their physical skills whilst playing in the fresh air. Children are involved in devising healthy and nutritious menus and benefit from a varied home cooked lunch and tea. Children learn about safety from a very early age. Staff give clear explanations about the consequences of their actions. For example, staff talk with the children about using scissors appropriately to keep their fingers safe.

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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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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