



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 131594

DfES Number: 583704

INSPECTION DETAILS

Inspection Date 20/04/2004
Inspector Name Helen Mary Ball

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Teddies Day Nursery (2)
Setting Address 7-9 Roberts Road
Southampton
Hampshire
SO15 5DF

REGISTERED PROVIDER DETAILS

Name BUPA 02596369

ORGANISATION DETAILS

Name BUPA
Address 4 Whitton Road
Twickenham
TW1 1BJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Teddies Nursery (2) was acquired by BUPA Childcare in June 2000. The nursery serves both the local and wider community.

There are currently 88 children aged from 0 to 4 years on roll. This includes 22 funded 3-year olds and 3 funded 4-year olds. Children attend for a variety of sessions. The setting currently supports 3 children with special needs and 4 children who speak English as an additional language.

The nursery opens 5 days a week for 51 weeks of the year. It opens daily from 08:00 until 18:00 from Monday to Friday.

There are 6 part-time and 12 full-time staff work with children. In the nursery 13 staff have early years qualifications to NVQ Level 2 or 3. One member of staff is currently working towards an early years qualification.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and is a member of the National Day Nurseries Association.

How good is the Day Care?

The nursery provides satisfactory care for children.

Most staff have relevant childcare qualifications and all staff have a first aid qualification. The nursery is bright and welcoming. However, the deployment of staff is unsatisfactory and this causes parts of the nursery to become overcrowded and disorganised. There is a good range of toys and equipment in the baby unit, but limited range and quantity of accessible toys in other parts of the nursery. Organisation of the rooms restricts children's ability to make choices. All relevant paperwork is in place and adequately maintained.

Staff ensure that the monitoring of sleeping babies is effective. Management of sleeping routines for toddlers, however, requires improvement. Nursery

management are aware of the need to improve fire evacuation procedures. Staff promote effective health and hygiene practices and the provision of warm water for hand washing would further benefit the children. The provision of freshly cooked meals is a strength of this nursery, with children's individual dietary requirements catered for.

Staff in the baby room show a good understanding of children's individual needs. Children within the Little Learners benefit from sensory toys which are provided for children with special needs. However, not all activities in this unit are age-appropriate or meet children's individual needs, and staff require further training in moving and handling young children. A well-equipped role play room and messy play room are available to children in the Learning Centre. However, internal organisation does not always mean that these are readily available to children. The nursery has a positive attitude to children with special needs and provision for these children is good. Staff promote positive behaviour and children throughout the nursery are well-behaved and confident.

The nursery has an effective partnership with parents.

What has improved since the last inspection?

At the last inspection, the nursery was required to improve the hygiene within toilet areas, and to improve toilet and nappy changing facilities. This has now been addressed.

What is being done well?

- The nursery ensures that most staff have relevant childcare qualifications and that all staff have a first aid qualification, including temporary staff. The manager is proactive in seeking appropriate training for staff.
- Staff in the baby room have a good understanding of the needs of young babies and respond to them efficiently, providing good care and stimulating activities, making effective use of available rooms. They are vigilant in checking sleeping babies regularly. Staff in the Learning Centre have good relationships with children and are positive role models. When they have access to the appropriate rooms, a good range of messy play opportunities are offered, as well as a well resourced role play room. Little Learners have the benefit of a ball pool in their base room.
- The nursery makes children with special needs very welcome. They are proactive in acquiring specialist equipment for children and provide toys and equipment to meet their needs. Staff who care for children with special needs have accessed appropriate training.
- The nursery provides healthy and nutritious meals which are freshly cooked on the premises. A varied menu is published and takes into account individual children's dietary requirements, such as vegetarian and no beef products. Staff are aware of children's individual needs and ensure that the correct meals are served. The meals are liquidised for weaned babies to

ensure that their needs are catered for.

- Staff promote positive behaviour management. They offer children plenty of praise and encouragement, and staff in the baby room use distraction techniques. Most staff are good role models. Children in the Learning Centre are confident and well-behaved. A member of staff is responsible for behaviour management and she monitors and evaluates children's progress in this area.
- The nursery has good relationships with parents and information is exchanged through diaries, newsletters, parent evenings and open days.

What needs to be improved?

- deployment of staff to enable all children to benefit from registered space and areas of learning without restriction, and staff ratios at lunchtimes to ensure children are effectively supervised and supported
- fire evacuation procedures
- range of accessible age-appropriate activities in Little Learners, and time and space for children to move independently and sleep peacefully
- training to ensure that all staff understand how to move and handle young children
- accessibility of warm water for hand washing
- quantity and range of toys and activities, to meet the developmental needs of all children.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
2	Ensure that deployment of staff enables children to benefit from all registered space and areas of	31/05/2004

	learning without restriction, and that staff ratios are maintained with particular regard to lunchtime periods, to ensure that children are adequately supervised and supported.	
6	Review fire evacuation procedures, ensure fire exits are clear and meet any recommendations made by the Fire Safety Officer.	31/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
3	Ensure that children within the Little Learners are provided with accessible age-appropriate activities and that they are given time and space to move independently and sleep peacefully.
3	Ensure that all staff are appropriately trained in moving and handling young children.
4	Ensure that children have safe access to warm water for hand washing
5	Provide a sufficient quantity and range of toys and activities, in order to meet the developmental needs of all children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Teddies Day Nursery is a warm and welcoming nursery. Provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision. Children make very good progress in their personal, social and emotional development and generally good progress in communication, language and literacy and knowledge and understanding of the world. Children have high levels of self-esteem and confidence and behave well. However, their progress in mathematics, physical and creative development has significant weaknesses.

The quality of teaching has significant weaknesses. Staff are skilled in managing the children's behaviour and are good role models. They are able to provide support for all children including those with special needs. Children are offered a range of activities and are keen to learn. However, the organisation of space and use of staff has a significant impact on children's choice of activity and the challenge in some areas of their learning. The planning and assessment system in place at present does not always ensure that children are reaching their full potential.

Leadership and management has significant weaknesses. The Rainbow staff are committed to improving the care and education for all children and new managers are in post to support them in the future. At present however, there is no system in place to monitor and evaluate the provision of nursery education which impacts on the progress children are making.

The partnership with parents is generally good. Parents are given information about policies, topics and plans. They receive a daily feedback about their child's care and education and are confident to share information regarding their children with the staff. However, current assessment records do not give all parents a full picture of children's progress.

What is being done well?

- Children's personal, social and emotional development is very good. They have high levels of confidence, self-esteem and independence and relate well to adults and each other. They are keen to learn and try new activities, behave well and are polite. They are able to share, take turns and to negotiate with each other.
- Children are confident, clear speakers and are able to converse easily with adults and each other. They are able to use language to organise their play, during their interaction with each other and when talking about their families. They are curious and enjoy finding out about their environment and can recall information about their previous learning.
- Staff provide good support for all children including those with special needs

enabling them to participate in all activities. They have clear expectations of children's behaviour and act as good role models.

- Parents are kept well informed about the planned activities and topics which their children will take part in. They receive a daily feedback regarding their child's care and education and feel confident to share information with the staff.

What needs to be improved?

- the organisation and use of space and staff available to enable children to be able to play an active role in their learning
- the challenges for the older and more able children, particularly in the areas of mathematics and writing, to ensure that they are making appropriate progress towards the early learning goals
- the accessibility of resources, tools and equipment to allow children choices and independence when building, designing, writing and taking part in creative activities
- the opportunities for children to use their imaginations during art, design, music, dance and role play to ensure that they can express and communicate their own thoughts and ideas
- the plans, to ensure that the areas of physical play, writing and mathematics are given sufficient emphasis and have clear learning outcomes
- the use of an effective monitoring system to evaluate the quality of the funded nursery education.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have high levels of confidence, self-esteem and independence. They are interested to learn and try out new activities. Children relate well to adults and each other and those less well known to them. Children behave well. They learn to negotiate, share and take turns. Children know right from wrong and are polite to each other and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers. They converse easily and clearly with adults and each other. Children use language to organise their play and initiate interaction with each other. They are beginning to recognise the sounds and shapes of letters and words which have meaning for them and they enjoy listening to stories both in small and large groups. However, children do not develop writing skills during their play and access to writing materials/one handed tools is restricted.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children count confidently to ten. They recognise shapes and patterns during games and when using computer programmes. Children do not sufficiently use their knowledge of numbers in everyday activities and routines to solve simple number problems or begin to calculate, and there is little evidence that they are beginning to write numbers. There is little challenge for the older or more able children in all areas of mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious. They enjoy finding out about living things and objects in their environment. Children are able to complete simple programmes on the computer with support from staff. They talk about their families and events in her lives and are beginning to learn about the cultures and beliefs of others. Children have few opportunities to design and build using a variety of materials and cannot easily access tools and equipment or programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children move confidently during outside play. They are beginning to use some tools, equipment and materials safely and with increasing control when these are available. Children are beginning to show an understanding of healthy practices. However, children have little room to move or gain an awareness of space during their play indoors and cannot access tools and materials except during adult-directed play. Plans do not show the expected learning outcomes of outside or gross motor play.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children use their senses to explore colour, texture and shape during practical activities. They are beginning to learn to explore sounds and use musical instruments. However, they do not sufficiently develop their imaginations during art, design, music, dance or role play and staff provide few choices or encourage independence during creative activities. As a consequence children lack opportunities to express and communicate their own ideas.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- evaluate and improve the organisation of space and the availability of equipment and resources to ensure that children can be fully independent and play an active role in all areas of their learning
- increase the opportunities to extend children's learning and provide sufficient challenge for all children,
- with particular regard to writing and mathematical development
- increase the opportunities for children to use their imaginations during art, design, music, dance and role play to ensure that they can express and communicate their own thoughts and ideas
- develop the planning system to give sufficient emphasis to and show clear learning outcomes in the areas of physical play, writing and mathematics
- develop a system to monitor and evaluate the quality of the funded nursery education.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.