



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119252

DfES Number: 558848

INSPECTION DETAILS

Inspection Date 15/02/2005
Inspector Name Joanne Graham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Teddies Nursery
Setting Address Forest House, 3-5 Horndean Road
Forest Park
Bracknell
Berkshire
RG12 0XQ

REGISTERED PROVIDER DETAILS

Name Teddies Nurseries Ltd

ORGANISATION DETAILS

Name Teddies Nurseries Ltd
Address 4 Whitton Road
Twickenham
Middlesex
TW1 1BJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 opened in 1999. It operates from self-contained premises. The nursery is situated in an urban area on the outskirts of Bracknell, close to a residential area. The nursery serves the local area and can provide care for 50 children.

There are currently 43 children on roll. This includes 15 children in receipt of nursery education funding. Children attend for a variety of sessions. The setting currently does not support children with special needs nor who speak English as an additional language.

The group opens 5 days a week, for 51 weeks of the year, excluding bank holidays. The core sessions are from 08.00 to 18.00 and additional hours are available from 07.30 to 08.00 and from 18.00 to 19.00.

Ten staff work with the children. All staff have early years qualifications to NVQ level 2 or 3.

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

How effective is the nursery education?

The provision for nursery education at Teddies - Bracknell is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses.

The quality of teaching has significant weaknesses. Staff's knowledge of the early learning goals and how to extend and support learning is limited. Staff inconsistently manage behaviour, and at times the children's behaviour is poor. Staff do not always engage children which impacts on children's listening skills; this is beginning to impact on learning opportunities. Staff hold regular topic planning meetings but some areas of learning are not covered. Staff pre-warn children of routine changes and they allow sufficient time for children to complete their chosen tasks. They develop the children's confidence to try new activities well. There are not enough resources in some areas to support learning opportunities and those available are not always in working order. Staff miss opportunities to develop children's counting and calculation skills within everyday activities and for children to label their work. Staff do not regularly update the children's achievements records and only evaluate one activity a week to inform future planning.

Leadership and management have significant weaknesses. The manager holds annual staff appraisals and she values the staff's commitment to hold team and planning meetings. Management do not assess and monitor the education provision to improve it or assess staff's knowledge sufficiently to develop learning.

Partnership with parents is generally good. This contributes to their child's progress towards the early learning goals. Parents are aware of the group's policies and activities with regular newsletters, notice board and daily communication with staff. They have regular opportunities to share their observations and discuss their children's progress but this is less consistent due to recent staff changes.

What is being done well?

- Children enjoy using their senses to experiment with materials; they discover that the cornflour changes texture. They are introduced to their own cultures and beliefs and those of others. They get pleasure from making a dragon to celebrate Chinese New Year.
- The children handle small equipment safely and with increasing control. They draw lines using rulers and then cut along these with scissors, they paint and draw well. They control their bodies well; they follow actions to rhymes and run away from the 'wolf' in 'What's the time Mr Wolf?' game.
- The children develop their imaginations well in role-play, in the garden and with some creative activities. They make the three little pigs' houses using sticks, straw and material bricks, competently using glue, paint and pencils.

They enjoy singing and have regular access to musical instruments.

What needs to be improved?

- the staffs' ability to extend and support children's learning
- the opportunities to introduce and develop counting and calculation in every day situations
- the children's listening skills and provide more opportunities for children to recognise their own name and to label their work
- the consistency of the management of children's behaviour by all staff
- evaluation and monitoring of the provision to improve planning across the curriculum
- the staffs' knowledge to support children's progression using the stepping stones and record children's achievements accurately and use to inform future planning
- the resources to support learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are beginning to form relationships and they are able to initiate conversations with adults and their peers. They are confident to try new activities. The children's behaviour is poor at times and they do not always respond positively to staff's requests. They are aware of the boundaries, but often stretch these. They take turns when waiting for snacks. They are able to self select some activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

The children are articulate speakers and confident to share their news. They are able to follow instructions when well managed, for example, when having the rules of a game explained. They enjoy mark making and do this well, when paper is available. They have poor listening skills at times and this is beginning to impact on their learning. There are limited reference books available. There are missed opportunities for children to recognise their name and to consistently label their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children are able to count up to nine and beyond. Many are able to recognise numerals from one to nine. Children use mathematical language in their everyday play and are confident in naming shapes and colours. They identify the colour of the paint as they mix it. There are limited resources available to support mathematical development and limited opportunities to count and calculate in every day situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk confidently about events that have happened in their lives. They have regular access to information technology and suitable software and use this competently. The children enjoy exploring textures and different materials. They mix the powder paint with water, feel the cornflour and pour water between utensils. The construction equipment is lacking sufficient pieces for the children to build effectively.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are aware of personal hygiene and many are able to go to the toilet and wash and dry their hands independently. They pedal bikes and propel ride-a-longs well. Children move confidently around the building and the outside area. They handle small tools competently and safely. The children have limited access to a range of equipment in their outdoor play to extend skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children enjoy singing and participate enthusiastically. They request their favourites from their repertoire of rhymes. They draw, paint, cut and stick regularly and do this well. Their work is valued and staff praise their efforts. Some display boards are overly adult directed. The children develop their imagination through role-play and some creative activities. They make hose pipes and 'put the fire out'. Staff miss opportunities to extend musical skills as children play instruments.

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's 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

- increase staffs' knowledge to manage children's behaviour consistently, to support children's progression using the stepping stones and record children's achievements accurately and use these to inform future planning
- create opportunities to include counting and calculation in everyday situations
- develop the children's listening skills and provide opportunities for them to recognise their own name and label their work
- develop a system to evaluate and monitor the provision effectively to improve planning across the curriculum
- purchase additional resources to support children's learning.

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.