



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY273831

DfES Number:

INSPECTION DETAILS

Inspection Date 11/10/2004
Inspector Name Patricia Chapman

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Teddies Nurseries
Setting Address West Dulwich, The Old Church
Gipsy Road, Gipsy Hill
London
SE27 9RB

REGISTERED PROVIDER DETAILS

Name Teddies Nurseries

ORGANISATION DETAILS

Name Teddies Nurseries
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 opened in 2003. The nursery operates from Gypsy Road Baptist Church and has sole use of part of the property that has been converted for nursery use. The children have access to a secure outdoor area which has been laid with a safety surface. Four play areas for children under two years are situated on the ground floor and three rooms on the first floor accommodate the children aged from 2 to 4 years. Each floor has toilet facilities and a sleep room, on the ground floor, is available for the babies under 15 months.

There are currently 138 children from 3 months to 4 years on roll. This includes 4 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The Nursery opens five days, all year round, closing over the christmas period and all bank holidays. Opening hours 08:00 to 18:00 daily (out of hours care from 07:30 to 19:00 can be offered with prior arrangement)

Eight full time and 1 part time staff work with the children and bank staff, employed by Teddies, are used to ensure appropriate staff ratios are met on certain days when more children attend. Over half the staff have early years qualifications to NVQ level 2 or 3 and one member of staff holds a level 4. The setting receives support from the Early Years Development and Childcare Partnership.

The setting holds an 'Investment in People' award.

How good is the Day Care?

Teddies Nursery (West Dulwich) provides satisfactory care for children. A good standard of health and safety is evident through out the premises. Staff follow good practice to minimize cross infection and children's medical and dietary needs are understood and met well by the staff. On days when a high number of babies attend the nursery the number of children under 15 months exceed the number of babies that should be cared for in one area and individual babies are being handled by too

many different staff throughout the day.

The nursery is well resourced, with a wide range of challenging activities provided for the children. Check lists are used to monitor the children's progress, but the next stage of children's learning is not always clearly identified to inform staff how to support the children's learning. Older children have access to a wide range of multicultural resources but children under two years have limited access to resources that promote equality of opportunity.

Parents are well informed about how the nursery operates and about the general well being of their children on a daily basis. A daily diary outlining nappy changes, feeding and sleep patterns are compiled and shared with parents with children under 2 years of age. Activity plans are displayed for parents informing them of what activities their children have been engaged in. Parents have the opportunity at parent meetings to discuss their children's progress with their children's key worker on a regular basis.

The children's details are effectively recorded and well organised. Policies and procedures adhered to in the nursery are well documented and shared with parents.

What has improved since the last inspection?

This is the settings first inspection.

What is being done well?

- The nursery is well resourced and the children have access to a wide range of stimulating activities. Resources are organised on low shelving and are clearly labelled to provide a well organised environment.
- Children develop good hygiene practices and know when and why, for example, they need to wash their hands. Staff are aware of individual children's dietary needs and good arrangements are in place to ensure that children's specific needs are met. Staff follow good procedures to ensure cross infection is minimized.
- Parents receive very good information about the setting. There is a parents handbook and regular parents meeting are organised. Key workers are available to talk to parents on a daily basis and provide a regular update about their children's progress.
- All required policies and procedures are in place and systems for record keeping are effective and well organised.

What needs to be improved?

- the grouping of the children under 2 years to ensure that the national standards are adhered to and the emotional needs of the children are met
- organisation of staff in the baby room to minimise the number of carers for

the individual child

- the availability of resources that promote equality of opportunity to children under 2 years of age
- the inclusion in the children's developmental records of the next stage of the individual children's learning and how staff will support the child to achieve identified learning goals. The sharing of this information with parents to enable them to work in partnership to support the children's progress

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

none

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure children aged less than two years are cared for in groups of no more than 12 and staffing arrangements minimise the number of carers caring for the individual children in the baby rooms.
9	Ensure younger children have access to a range of materials that reflect culture, ethnicity and disability in a positive way.

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

How effective is the nursery education?

The children are making satisfactory progress towards the early learning goals and very good progress in mathematics and creative development.

The quality of teaching is generally good. Adult led activities are well planned and children's progress is well supported across the six areas of learning. The newly appointed staff member responsible for teaching funded children has a good understanding of how children learn and supports their learning well. The children's developmental records clearly outline the children's progress across the six areas of learning, although the next stage of children's learning is not always clearly recorded. The routine of the day and the organisation of resources does not yet fully support the children to be independent in their learning and to use resources in an imaginative and creative way. The outdoor area is well equipped with resources that promote the children's physical development and regular trips into the local community are organised to teach the children about features of their environment.

The leadership and management of the nursery is generally good. A comprehensive range of policies and procedures are in place and staff are clear on their roles and responsibilities. Regular staff meetings are held to plan themes and projects and these are displayed for parents. The manager regular holds individual supervision sessions for staff members and is starting to assess the strengths and weaknesses of staff teaching skills. A training programme is in place to develop staff practice.

The partnership with parents is generally good. Parents are well informed of the nursery's policies and procedures and receive comprehensive feed back about their children's progress. The lack of clearly written information, of the next stage of children's individual learning, limits the ability to work in partnership with parents to support the children's learning.

What is being done well?

- The teaching of mathematics and opportunities for children to develop their creative skills is very good. Both 3 and 4 year olds are able to count reliably up to 10 and complete simple subtraction and addition during practical activities.
- Trips are organised for 3 and 4 year olds so they get to understand the purpose of features of the local environment such as the library and local shops. They regularly go by bus to the local leisure centre to use the ball pool. Staff learn and use key words from a children's first language when English is their second language.
- The outdoor area is well resourced with climbing equipment and other resources that support the children's physical development and activities are

organised indoors like dance and music and movement.

- The nursery's clear policies and procedures ensure that the staff are clear on their roles and responsibilities.

What needs to be improved?

- The organisation of resources and the routine of the day that would enable children greater opportunities to select activities of their choice and use them in a way to consolidate newly learnt skills and engage in activities for sustained periods of time.
- The opportunities and support to access information from reference books related to projects and themes and the children's individual interests.
- Clear identification of the next stage of children's learning across the six areas of learning and the sharing of this information with parents.

What has improved since the last inspection?

1st inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are able to take turns and share. They have good relationships with adults and relate well to one another and behave in a positive and co-operative way. Children have opportunities to build on their independence skills when pouring drinks and selecting some materials and tools. The routine of the day and organisation of some resources limits the children's ability to make choices and become involved in activities for sustained periods of time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and confidently, holding lengthy conversations with each other and adults. They are able to recognise letters, simple words and their names. Children handle books appropriately and understand that print carries meaning. Children confidently practice their pre-writing skills and have good access to drawing and writing materials. They enjoy discussion times and use of puppets to reinforce their learning. The children have limited access to reference books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count and understand numbers through a range of practical experiences. Children have opportunities to weigh, make patterns, compare size, and to add and subtract. Children are able to name some shapes and numbers 1-5. Children are able to problem solve for themselves for example when trying to complete puzzles. Children are able to sort and match a variety of objects in to colour and size groups.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore living things such as leaves. They are offered lots of new language to extend their vocabulary and understanding. Children are able to build and construct using a variety of materials. They are learning about a sense of time through daily routines and projects about growth and their families. Children are beginning to understand information technology through using the computer. They are regularly taken on trips to features of interest in the local community.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and imaginatively, showing an awareness of others when participating in music and movement. They have opportunities to ride bikes, kick and throw balls. They visit the park and the ball pool at the local leisure centre. They use scissors, paint brushes and pencils with increasing control. They have the opportunity to construct models out of construction equipment. There were missed opportunities to extend the children's understanding of staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have opportunities to explore colour, shape, space, texture and form in two and three dimensions. They have good opportunities to use their imagination when painting pictures. They respond enthusiastically to what they see, hear, smell and touch. Children enjoy singing, dance and movement sessions. Children enjoy imaginative play for example in the hair dressers and using the puppets in the puppet theatre to make up stories.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide more opportunities for children to select activities of their choice and engage in them for sustained periods of time.
- Identify clearly the next stage of children's learning across the six areas of learning in the children's developmental records and share information with parents.
- Provide opportunities and support for children to access information from reference books centred on their individual interest and themes and projects undertaken with the children.

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.