

Teddies Nurseries Limited

7-9 Roberts Road, Southampton, Hampshire, SO15 5DF

Inspection date	11/02/2013
Previous inspection date	13/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Active, purposeful, play activities are offered, which motivates and engages children. Overall, children are making sound progress towards the early learning goals.
- The nursery has a strong partnership with parents and other professionals, with good emphasis on communication and working together.
- Children in the pre-school with additional needs benefit from swift, targeted intervention. This results in positive learning outcomes.
- Children enjoy hot, nutritious food during family group mealtimes. Personal independence during care routines is promoted well with older children.

It is not yet good because

- The monitoring of staff has not identified or addressed inconsistencies in their knowledge, and skills in supporting children's learning and development.
- There is a lack of focus on developing younger children's communication skills
- The key person system is not consistent in all rooms and information is not effectively shared when children move to a new group.
- Some areas of the garden are uninspiring and uninviting to children. Staff do not make good use of the more developed garden area.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed play and learning activities in all rooms and tracked children indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager, the regional manager and quality assurance manager regarding leadership and management.
- The inspector looked at a sample of tracked children's progress records, planning, and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

Teddies Nursery opened in 1997 and became part of Bright Horizons in 2009. The nursery operates from two adjoining buildings in central 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 the compulsory and voluntary parts of

the Childcare Register. There are currently 120 children on roll, all of whom are in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-olds. The setting supports children who speak English as an additional language and children with special educational needs and or disabilities. The nursery is open from 8am until 6pm every weekday for 51 weeks of the year. The nursery employs a total of 25 staff, the majority of whom hold qualifications in early years at level 2 and 3. Several staff are currently completing training programmes. The setting receives support and advice from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme for communication and language by giving older children time to talk, repeating what babies and toddlers say to extend their vocabulary, and show children how to pronounce or use words by responding and repeating what they say.
- improve the key person system by ensuring all babies and children have consistent opportunities to develop a genuine bond with their special adult and ensuring detailed information is shared as children move to new groups in the nursery.

To further improve the quality of the early years provision the provider should:

- develop a rich and inviting outdoor area for all age groups and abilities.
- strengthen systems to monitor and coach staff to help them become skilled and knowledgeable practitioners.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and have an enjoyable time at the nursery. They explore the child friendly play spaces and participate in some fun, age-related play activities on offer. For example, toddlers explore paint squirted on a low table with their hands and tools. They show an interest in looking at books supported by an adult in the cosy book area. Overall, pre-school children demonstrate steady developmental progress, particularly in some aspects of personal, social and emotional development. For example, they concentrate well, listen and take turns during a picture matching game. However, the practitioner does

not take every opportunity to encourage the children to talk for themselves.

The purposeful interactive, support children receive from the adults, varies across the nursery according to the skill and knowledge of the adult. For example, some babies receive warm, playful interactions from adults, when looking at books. Others, during snack time are given their snack and drinks without much emphasis on promoting talking and communication. Babies are quiet and there is undue emphasis on sitting properly and not taking their comforter with them. The manager has completed an audit on children's communication skills as part of the Every Child is A Talker (ECAT) programme. However, not all staff are trained and able to implement effective practice in relation to this vital area of learning. The nursery has a group of children for whom English is an additional language with many different languages spoken by families. Staff endeavour to gain key words in their home language and some use them in routines. The large, rich and inviting babies' play area promotes lots of active exploration, which develops their physical skills. Key staff complete attractive, well laid out 'learning stories' on each child, which records their development. Parents are fully informed about their children's development because these records are shared regularly. Nevertheless, not all staff can confidently talk about and implement children's next learning steps into everyday play, routines and practice. Children with special educational needs/and or disabilities experience good, tailored one-to-one support in behaviour management and other areas of learning identified by staff. The speech and language therapist visits the nursery to work with and alongside staff rather than asking children to visit the clinic. This enables children to relax and co-operate in familiar surroundings, with familiar people.

The contribution of the early years provision to the well-being of children

Older children are prepared for their next stage in learning because there are good links with the local school. The manager has regular meetings with teachers and parents are sent home 'readiness for school' activity cards to give them hints and tips. Adults encourage children to be as personally independent as possible, such as pouring their own drinks at snack time and serving their dinner. Tissue dispensers are located on the walls in the pre-school to encourage children to care for themselves.

Overall, babies and children settle well and develop self-confidence. Staff here follow their home care routines as much as possible. Young children's relationships with staff and their friends are positive. However, there is less emphasis on babies and children developing a genuine bond with their key person from their first day and whilst being bottle-fed. Although very young babies are sensitively cradled during their feed, it is not always the key person who carries out this care routine. Key staff do not engage frequently with their key child on their first day, although there is a key group activity time. Staff change children's nappies regularly and meet their care needs, when they require a change of clothes. Children moving to a new room are happy but staff do not have a full picture of that child's individual learning and care needs. This is because the information is not fully shared with all staff in the new room. Children are reminded by adults to wash their hands before the baking activity and after they use the toilet. Most children take part in outdoor play at a designated time. However, there are fewer opportunities to be active in a variety

of ways outdoors. This is because staff only use the middle outdoor play area. Children run about in the fine rain and learn to pedal tricycles, but this uninspiring area has little else to offer. A hot nutritious, midday meal is on offer which most children enjoy. There is a good system in place for meeting the dietary needs of children.

Children demonstrate good behaviour and behave in safe ways. Staff ensure that children are learning safe practices through clear routines, guidance and direction. However, older children are not encouraged to learn about different risks by engaging in challenging outdoor play. Staff do not make the best use of the side garden, which has more outdoor play equipment and a mud kitchen. Overall, the nursery provides a suitably clean and stimulating indoor play environment, which provides well for children's needs.

The effectiveness of the leadership and management of the early years provision

The management and staff team focus on team working and implementing the nursery policies and procedures, which promote children's welfare and safety. They have a secure knowledge of safeguarding issues and take action as necessary, when concerns arise. Management takes all complaints seriously and they are fully investigated in the required timescales, and appropriately recorded.

Staff speak highly of the management team and feel they are well supported by them. They work well as a team and there are clear lines of communication open to them. For example, the manager has a monthly 'Manager's caf' where staff can pop in her office for a chat about ideas, or issues relating to their work. The manager, who is passionate about her work, has a sound overview of the educational program delivered across the nursery. She is aware of the strengths and some of the settings weaknesses regarding delivery of the learning and development requirements. The setting makes use of the Local Authority quality indicators to inform quality but robust monitoring of individual staff practice, regarding children's support in learning is lacking. Staff take part in annual appraisals and have regular supervision by room leaders. The system to coach staff to become skilled, knowledgeable, practitioners is not fully successful. Hence, the self-evaluation does not rigorously analyse and self challenge all aspects of the nursery, in relation to effective practice of Early Years Foundation Stage.

Parents speak very positively of the friendly, approachable staff and how much progress their children make. They report of the good communication between the adults and themselves and of how the nursery encourages learning to follow on at home. For example, one parent reported they continue to implement the nursery's 'good choices' strategy when managing children's behaviour. Partnerships with external agencies and other providers are well established. There are good links with the school, local welfare groups and childcare professionals who support children with additional needs. Partnerships with other early years providers are good and information about children's progress is exchanged. Consequently, there is a shared approach to children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	131594
Local authority	Southampton
Inspection number	904586
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	81
Number of children on roll	120
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	13/04/2010
Telephone number	02380 211103

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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