

Teddies Nurseries Limited

107 Bois Moor Road, Chesham, Buckinghamshire, HP5 1SS

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| Inspection date | 20/03/2013 |
| Previous inspection date | 17/08/2011 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | 1 | 2 |
| The contribution of the early years provision to the well-being of children | 1 | |
| The effectiveness of the leadership and management of the early years provision | 1 | |

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in their learning and development due to the staff's high quality of teaching and interaction.
- Children initiate their own play and staff skilfully gather information about their interests and needs in order to plan a broad range of activities and experiences.
- Parents are overwhelmingly happy with the service provided and form trusting relationships with the dedicated and hard-working staff team.
- Leadership and management is inspirational and means all aspects of the nursery are exceptionally well organised.
- A recent refurbishment of the nursery has resulted in a very attractive and welcoming environment that contains a wealth of high quality toys, resources and furniture to meet children's needs.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children at play in the main play areas as well as outside.
- The inspector sought the views of parents during the inspection.
- The inspector undertook a joint observation with the nursery manager.
- The inspector viewed a sample of documentation relating to the daily management of the nursery.
- The inspector held a meeting with the nursery manager and regional manager.

Inspector

Sonjia Nicholson

Full Report

Information about the setting

Teddies Nurseries Limited (Chesham) is part of Teddies Childcare Provision Limited which is owned by Bright Horizons. It was registered in 2003 and operates from a two storey building in the town of Chesham in Buckinghamshire. It serves the local community and surrounding villages. Children are cared for in three rooms on the ground floor and one room on the first floor. Other facilities include a milk kitchen, a sleep room, children's toilets with nappy changing areas, a kitchen, laundry room, staff room, staff toilet and an office. There is a small enclosed outside play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 110 children on roll all of whom are within the early years age range. The nursery has systems in place to support children with special educational needs and/or disabilities and who speak English as an additional language. The nursery is open each weekday from 8.00am until 6.00pm all year except for Christmas, New Year and Bank Holidays. Additional hours can be booked between 7.30am and 8.00am and between 6.00pm and 6.30pm. The nursery is in receipt of funding for the provision of free early education for children aged three and four. The nursery employs 17 permanent members of staff to work with the children, 12 of whom are qualified to level 2 or 3 along with a nursery cook. A further seven child care staff are used to cover staff absence. A number of staff are working towards gaining additional childcare qualifications. The nursery receives support from Buckinghamshire Early Years Quality Improvement Team.

What the setting needs to do to improve further

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

- provide equipment that allows children to develop their confidence when climbing.

Inspection judgements

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

Children make excellent progress in this stimulating and vibrant nursery. The committed and enthusiastic staff team are highly effective and work well together. Children's needs and interests are quickly identified and this information is used to plan a rich and varied range of activities and experiences in which children are highly motivated and eager to join. For example, several children in the pre-school room express an interest in model-making so a varied range of recycled materials are provided for them to create their own designs, such as, a spaceship. Systems for observing and assessing children's progress are accurate and sharply focussed on identifying their next steps in learning; these include written summaries for the two-year-olds. As a result children make rapid progress in their

learning and development from their starting points. Staff have high expectations of children and fully engage in their play to extend their learning. For example, a group of children decide to make the role play area into a restaurant so the member of staff involved asks what roles they would like, for example, a chef or a waiter and suggests they use a pad to write down the orders. The role play area has been developed to help children re-enact everyday situations with real-life objects, such as a cloak, lightshade, saucepans and kitchen utensils. Some children base their imaginary play on other things they have experienced on the television or in books. For example, a child pretends to be a 'detective' and uses a magnifying glass to look for clues around the room.

Children have exceptionally high levels of independence and there are ample opportunities for them to make choices. Even the youngest of children is able to select toys from low level storage units and older children decide when to have a snack or meal. Children's self-care skills contribute considerably towards preparation for school. For example, they wash and dry their hands, have good dressing skills and serve their own meals independently. Children make significant progress in their communication and language skills as there are extensive opportunities for them to talk and listen to a running commentary from staff. Many children freely approach adults and initiate a conversation; others enjoy chatting to their friends as they play and babies express themselves by experimenting with sounds, often babbling quite animatedly. Children ask relevant questions, such as, 'what would you like for your tea?'; they can follow instructions, such as, 'go and wash your face' and increase their vocabulary by learning new songs and rhymes.

The environment is exceedingly rich in print with labels, posters and a wide range of fact and fiction books which they enjoy handling in the book corner. Staff support children to make their own books relating to interesting activities, such as a water experiment, colours and investigating insects, which they enjoy sharing with adults. This provides opportunities for them to develop and practise their early writing skills as they write comments and new words to accompany the photographs and pictures. Children further develop their literacy skills by creating labels throughout the nursery, writing their name on their work and using a notebook as a means of expressing themselves. Older children are beginning to learn about letter sounds to support their early reading skills. Children's learning throughout the nursery is enhanced by activities incorporated into the weekly curriculum, such as a fitness session that promotes children's understanding of mathematics and a singing group that includes movement and drama. Extra-curricular French lessons also extend children's language skills.

There are generally very good opportunities for children to develop their physical skills. Babies have a secure environment in which to practise pulling themselves up to a standing position and cruising around the furniture before taking independent steps. Staff support babies drive to stand and walk by offering lots of praise and encouragement along with resources they can hold onto and push. Children in the Penguin Room go out for a supervised walk on the adjacent moor where they have opportunities to exert energy by walking and running in the fresh air. Children in the Koala Room confidently walk up and downstairs on their way to the outdoor area. This contains equipment for children to increase their physical skills, such as a tunnel, balls and a range of different ride on toys but there are no large pieces of equipment that challenge children or help them develop their confidence when climbing.

Staff diligently gather information about children's routines and current stage of development which means they get to know them very well. They provide exceptionally high levels of care and education and fully involve parents by sharing information through daily diaries and face-to-face contact. Consultation meetings are also held throughout the year where parents can share their child's 'Learning Story' containing a wealth of observations, photographs and examples of work. Parents fully appreciate these opportunities to speak to their child's key person.

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

Children develop a strong sense of belonging. They are extremely happy and settled and establish firm relationships with their key person. Each child is encouraged to bring a photograph to add to the 'Family Board' and these prove to be a very successful link between home and nursery. Several children excitedly point out their family 'that's my mummy' and 'that's me with my daddy'. Children and parents are well prepared for the move from home to the nursery through lots of 'stay and play' sessions; home visits are also offered so staff can see children in a familiar environment. Moves between the rooms in the nursery are handled equally well with children undertaking visits to their new room and staff completing a 'My Room Transition All About Me Passport' containing details of their current stage of development.

Children behave impeccably as staff have an exceptional understanding of how to manage behaviour. They encourage positive behaviour at all times. For example, they encourage children to use 'gentle hands' and 'walking feet' to keep themselves and others safe. Staff speak to the children in a very kind respectful way with no raised voices. As a result children play in a relaxed, calm atmosphere and relish the praise they are given for their efforts. Staff value children's contribution to the nursery by displaying their artwork, photographs and early writing on low level boards for all to see. There are well established systems in place to tackle on-going behavioural issues that involve parents to ensure a consistent approach. All staff follow the behaviour management policy and are familiar with the 'Whistle blowing Policy' to ensure children receive the highest standards from all of those involved in their care.

There is an abundance of systems and procedures in place which ensure children stay safe, such as a coded key pad to prevent access at the main door, a book to record the details of visitors and a password system and identity check for unknown adults who may be collecting children. Staff teach children to help prevent accidents, for example, a 'traffic light system' is used very effectively in the pre-school room to help children understand when it is safe for them to have free-flow play into the garden. They understand that when the 'green light' sign is displayed it means it is safe to go outside, but when they see a 'red light' it means they cannot go out as 'the babies might be out there'. The nursery has a 'Health and Safety Superhero' - a toy zebra called 'Candyfloss' - who is used very effectively to reinforce children's understanding of health and safety issues, such as how to hold scissors safely. Staff are vigilant in their supervision of children. For example, they accompany younger children as they negotiate the stairs and are present at all times

during outdoor play. Arrangements to ensure children stay safe during local outings are well established. For example, before children in the Penguin Room go for a walk on the adjacent moor, staff take their photographs so there is a record of who has left the building, provide high visibility tabards and reins and take a mobile telephone with them.

Children enjoy a wide selection of nutritious food prepared by the well qualified nursery chef. The chef adapts meals if necessary to ensure children have appropriate food to meet their needs. Meals and snacks are taken 'family style' when children choose to eat; each child has a placemat with their name, photograph and details of any allergies or preferences so staff can monitor what they are eating and ensure they do not have food or drink that may harm them. Children use large utensils to serve themselves while staff talk about the food they are eating to help them develop their understanding of healthy eating. Some babies are spoon-fed by their key person, others are beginning to use a spoon or fork independently, while older children competently use cutlery to feed themselves. The recent refurbishment of the premises has resulted in an extremely bright, attractive environment which provides children with the space and resources to flourish. The range of high quality toys and resources available promote all areas of learning.

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

Strong leadership and management ensure all aspects of the setting are meticulously well organised. The senior management team has an excellent understanding of its responsibility to ensure that the nursery meets the requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are strong and well-embedded in staff's practice. They are extremely clear about their role and responsibility to protect children and understand the procedures to follow if they have concerns about a child. There are effective systems in place to monitor the educational programmes to ensure the needs of all children are met. For example, the nursery's Special Educational Needs Co-ordinator works closely with the local authority, outside agencies and parents to support children who have been identified as needing extra support. Robust recruitment procedures are followed to ensure only suitably qualified and experienced staff work with the children. The company places a high emphasis on professional development and provide opportunities for staff to gain recognised childcare qualifications and develop their skills and knowledge through on-going training. This includes in-house training as a team and individual access to the company's on-line training portal.

High-quality professional supervision is provided for all staff. The management structure effective and consistently monitors their performance through observations, one-to-one meetings and annual appraisals, ensuring they carry out their roles to a very high level. There is a strong commitment to improvement at all levels. Unique company initiatives, such as, 'Growing Confident Writers and Mathematicians' are implemented to support both children and staff's skills. One member of staff represents the nursery at the 'Better Together' forum which has been designed to include a cross-section of staff within the company to discuss and share good practice issues and all staff participate in the annual staff survey to express their thoughts and ideas. Senior management continuously strives

to improve in order to deliver a professional and effective service. Consequently excellent systems to evaluate all aspects of the nursery are in place. For example, parents complete an annual questionnaire with any comments taken seriously and acted upon wherever possible, such as adding details of the menu to the weekly memo. Recommendations from the previous inspection have successfully been addressed.

Parents are overwhelmingly satisfied with the service provided and those spoken to as part of the inspection are genuinely impressed with the care children receive. They particularly like the staff who they describe as 'friendly, welcoming and supportive with a positive work attitude'. Parents say children 'love coming'; they like the fact they can go to work 'without worrying' and value the daily diaries that staff complete. One parent states that she 'genuinely couldn't fault anything'.

The Childcare Register

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| 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 action. 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

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|------------------------------------|-------------------------------------|
| Unique reference number | EY254074 |
| Local authority | Buckinghamshire |
| Inspection number | 906970 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 68 |
| Number of children on roll | 110 |
| Name of provider | Teddies Childcare Provision Limited |
| Date of previous inspection | 17/08/2011 |
| Telephone number | 01494 78 54 57 |

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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, which are usually the childminder's 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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