

Teddies Nurseries Limited

West Dulwich, The Old Church, Gipsy Road, Gipsy Hill, London, SE27 9RB

Inspection date	13/06/2013
Previous inspection date	13/06/2011

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy at the nursery. They are busy following their own interests during play and developing their learning independence while being supported well by staff.
- Children enjoy a broad educational programme that includes exciting activities with additional support teachers and use resources devised by the organisation.
- Partnerships with parents are strong, enabling them to fully participate in nursery life.
- Good organisation and deployment of staff ensures no time is wasted and children are purposefully engaged in play.

It is not yet outstanding because

- Children have fewer opportunities to engage in more rigorous activities that are planned to promote their physical skills.

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 activities throughout the nursery and outside play area..
- The inspector had discussions with parents, staff and children.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

Teddies Nursery registered in 2003. It was acquired by Bright Horizons Family Solutions in 2009 and is part of a large organisation that owns in excess of 140 nurseries throughout Europe. The nursery operates from a converted Church building in West Dulwich, which is within the London borough of Lambeth. Children have access to a secure outdoor area. Children aged under two years are situated on the ground floor and children aged two to four years share the group rooms on the first floor. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 112 children from three months to four years on roll. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery opens Monday to Friday, all year round, closing over the Christmas period. The nursery is open 8am to 6pm daily. Out of hours care from 7.30am to 7pm, can be offered with prior arrangement. The nursery employs 37 staff including the manager, bank staff and a cook, 30 staff hold early years qualifications, including two staff members who hold degrees in childhood studies and one staff member also holds Early Years Professional status. The nursery receives funding for the provision of early years education for two, three and four years olds.

What the setting needs to do to improve further

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

- promote children's progress fully in physical development by improving opportunities for regular vigorous activity.

Inspection judgements

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

Children are making good progress in all areas of learning. Staff in all group rooms use consistent methods of assessment and planning. They use information gained from parents when children begin to gauge their starting points. Staff make observations of children during play and highlight their individual learning needs. They then use this information to inform the weekly activity plans, enabling staff to support children and keep track of their progress effectively. Staff give high regard to promoting the two way information sharing with parents and consistency of care. For example, staff share information with parents and complete the progress check report when children are aged between two and three years. Staff also provide regular feedback to all parents and offer written reports regarding their children's progress. Parents add information regarding

children's progress at home to their children's learning journey files. They also take home the nursery mascot bears and add information and photos to the nursery book about their children's adventures while looking after the bear. All of these processes support children's on-going learning and development.

Children enjoy a broad range of interesting activities overall during indoor and outside play. They benefit from a good balance of free-play and adult-led group activities. This includes French for older children and natural play builder's sessions with additional teachers. Children clearly embrace their learning from these sessions and practice their new skills. For example, they enjoy using small wooden bricks, adding sand with trawls and using spirit levels appropriately to build walls. This aids their mathematical development as they learn about shape, size and symmetry. In addition, older children count successfully and accurately use small objects to discuss differences in size and shape. Younger children learn about number as they count during everyday activities such as counting as they walk down the stairs and while singing number songs.

Children develop their communication and language skills while engaging in lots of conversations with staff. They keenly talk to staff about what they are doing during water play and how the glitter shapes are moving in the water. Older children talk to each other about what they are drawing and the colour of the pens that they like. They draw representation pictures of people and develop their early writing skills as make good attempts to write their names. Children also sing familiar songs from memory and younger children join in with the actions and jig along to the music. Children show good spatial awareness and physical control as they ride their bikes down the slope. They confidently use the climbing frame and enjoy using the broad range of activities in the outside play area. However, staff show less regard to planning activities that are more challenging and evoke vigorous activity to fully promote children's physical development.

Children develop their free creative expression while using the art station to choose their own art materials. They also enjoy adult-led creative activities. For example, they embark on exciting projects led by a parent to create well known buildings of the London skyline from recycled boxes, paint and various textured materials. Younger children enjoy exploring textures as they play with shredded paper and find the hidden animals. They handle a good range of natural objects which help them to learn about textures, weights and size. Younger children explore and find out how things work as they use a variety of toys with flaps and buttons to press for example. Older children show confidence while using the computer and interactive board, developing their awareness of technology. All children enjoy tending to the plants in the garden and confidently use the outdoor tap and watering cans. This enables them to gain hands on experiences of nature.

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

Staff establish strong bonds and close relationships with children through the key person and buddy key person system. This enables children to feel safe and secure in the nursery. Children and parents follow a gradual setting in procedures, which enables babies and children to feel safe and settled before their parents leave. During this time staff

spend time with parents, getting to know children's individual needs and babies daytime routines. Older children freely approach staff during play to talk to them or to seek comfort if needed. Children are well behaved and follow the daily routines well. They show regard to safety as they line up and use the stairs in a calm and safe manner. Children join in regular evacuation drills so that they know what to do in an emergency. Their awareness of safety is also highlighted through planned activities while using the setting's safety toy mascot. They also use a 'red dot' system in which staff add a red dot to resources or equipment to alert children of any hazards, such as the scissors. Children play cooperatively, including times when they play in mixed age groups, for example, in the outside play area. Older children show growing independence. For example, they use the bathroom independently and take their name cards and self-serve their own snacks and drinks.

Children enjoy relaxed meal times where they sit and eat in small groups with staff. This creates a family atmosphere as children take turns to serve their food and discuss the events of the day together. They benefit from a well balanced diet of meals freshly prepared by the nursery cook. Effective systems are in place to ensure children's individual dietary needs are known and respected. Staff follow good hygiene practice and children develop their personal self-care skills through everyday routines, such as appropriate hand washing. Staff also promote children's good health through good opportunities for outdoor play, enabling children to gain fresh air and exercise.

Children make choices of toys and books during play, developing their independent learning skills. They take responsibility and help to take care of their learning environment as they put away toys after use. Children benefit from a well organized learning environment where toys are stored at low level. Each group room is well equipped with good quality equipment and furniture suitable for the age range of children. Younger children benefit from plenty of clear play space which enables them to develop their walking skills safely. The learning environment is welcoming with lots of displays of children's art work, lots of photos of children participating in activities and information for parents. Good systems are in place to support children as they move on to new group rooms within the nursery and when they prepare to move on to school. For example, children spend time with their key person gradually settling into their new room so that they feel confident in their new environment. Older children participate in the 'getting ready for school' project. They learn all about schools and look at photos of children who previously attended wearing their new school uniforms. They also use their name cards as a method of self-registration and staff support children in developing their self-care skills. In addition, written reports are also given to parents and sent to children's new schools.

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

Children's welfare is promoted successfully through good systems of leadership and management. Staff implement a broad range of policies and procedures that promote children's health, safety and wellbeing effectively. Staff have completed relevant safeguarding training so that they know what to do if any safeguarding issues arise. The

provider and managers take prompt action relating to any safeguarding issues. They meet requirements by making appropriate notifications to Ofsted and other relevant parties regarding any significant events. They maintain records relating to children, staff and any visitors to the premises accurately. Staff supervise children well at all times as staff ratios are well maintained. For example, staff work cooperatively so that they are well deployed in all group rooms and the outside play area. Additional staff cover the lunch times so that staffing ratios are appropriate during staff lunch breaks. An effective checking system monitors all staff members suitability to work with children. In addition, staff development and performance is successfully monitored through on-going systems of supervision, appraisal and training. Staff show high regard to promoting children's safety at all times. They conduct regular risk assessments relating to the premises, outings and fire safety. They also support children well in understanding about safety issues.

Children benefit from an exciting and broad educational programme that successfully covers all areas of learning. Staff offer high levels of support during play and extend children's learning well. They ask children lots of questions that make them think and give lots of encouragement to children to follow their own interests. Staff have developed strong partnerships with the local authority and local schools. As a result, they work effectively in supporting the assessment of children who have additional needs and supporting children well as they move on to school. All group rooms are well organised to support children's learning needs, including lots of written words and pictures that stimulate children's interests.

Staff show a strong commitment to driving improvement through effective use of self-evaluation that relates to all aspects of the service. They highlight the strengths of the setting and areas that they plan to improve. They develop on-going improvement plans to successfully target their actions. In addition, they have successfully met all recommendations raised at the last inspection. Highly successful partnerships with parents enable parents to be fully involved in their children's learning, development and the life of the nursery. Parents join in activities relating to project themes, attend outings and celebrations. This includes a graduation ceremony for children who are leaving and their parents to celebrate their time at the nursery. Parents also contribute to their children's on-going assessments of their development by adding information about their children's learning at home. The organisation gathers parent's views through regular questionnaires. Parents also receive newsletters and a variety of information and childcare literature devised by the organization. Parents spoken to during the inspection report that they are 'incredibly happy with nursery'. Parents say that their children have made good friendships with other children and staff. Parents comment that they like the exceptional outside play area which children use in all weather. They say that their children eat well as they have a 'brilliant diet here'. Parents report how staff support their children to cope with changes in their lives, such as the arrival of a new baby in the family. Parents say that they feel well informed about their children's progress. They comment that their older children have been coming to the nursery since they were babies and that they now have younger sibling here. This shows their confidence in the nursery in providing good childcare for their children.

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 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

Unique reference number	EY273831
Local authority	Lambeth
Inspection number	919053
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	76
Number of children on roll	112
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	13/06/2011
Telephone number	0208 761 8827

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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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