

# Teddy Bear Nursery

167 Milnrow Road, ROCHDALE, Lancashire, OL16 5BA

<b>Inspection date</b>	30/08/2013
Previous inspection date	11/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	4	3
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## The quality and standards of the early years provision

### This provision is inadequate

- People whose suitability has not been checked are not adequately supervised by staff. This means at times, they have unsupervised contact with children being cared for, which presents a significant risk to children's safety.
- Staff use inconsistent strategies to manage children's behaviour. As a result, some children's unwanted behaviours are not managed sensitively and positively.
- Not all children have daily access to the outdoors. Therefore, they do not consistently benefit from fresh air, which does not adequately support their good health.
- There are some missed opportunities to support older children to develop their independence, which does not effectively support them to gain sufficient skills in preparation for school.

### It has the following strengths

- Children play and learn in a stimulating environment where staff constantly interact with them to support their progress.
- Partnerships with parents are well-established. Therefore, their views are valued and they feel involved in their child's learning and development.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the nursery and held a meeting with the manager.
- The inspector and the manager completed a joint observation of the staff while they interacted with the children.
- The inspector ensured the views of parents were taken into account through discussions and questionnaires.
- The inspector looked at some paperwork, including the nursery's safe recruitment procedures and children's development files.

## Inspector

Karen McWilliam

## **Full Report**

### **Information about the setting**

Teddy Bear Nursery was registered in 1999 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in two separate buildings, a detached house and a bungalow in the Newbold area of Rochdale, and is managed by a private provider. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and 4, including two members of staff with level 6.

The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

### **What the setting needs to do to improve further**

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

- ensure that people whose suitability has not been checked, including through a Disclosure and Barring Service check, do not have unsupervised contact with the children being cared for
- implement an effective behaviour management policy and ensure that the named person responsible for the behaviour management in the nursery has the necessary skills to advice and support staff on behaviour issues
- ensure that all children have access to outdoor activities and fresh air, Unless unsafe weather conditions make this inappropriate, in order to support all children's good health.

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

- develop older children's independence further, for example, by extending opportunities for them to serve their own meals and pour their own drinks.

## Inspection judgements

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

Staff have a suitable understanding of the learning and development requirements. Prior to admission into the nursery, staff obtain information from parents about each child's background, starting points and needs. For example, parents complete 'Here I come' forms and have informal discussions with staff. This ensures staff know the children well as they are settling-in. Staff throughout the nursery observe children and use this information to plan the next stage in their learning. Adequate systems to monitor the progress children make are implemented. All children are individually monitored across the seven areas of learning. The communication and language development of children age two and under is regularly monitored via the 'Every Child a Talker' programme and every child has an annual progress check, which includes the required progress check at age two. In addition, the manager monitors the progress of each child aged over two years old. As a result, any child who may require additional support is identified and referred to the nursery's special educational needs co-ordinator.

Children are active talkers who are keen to communicate. They confidently approach visitors and engage them in conversation. For example, while children are playing with the construction bricks they welcome visitors into their play and explain that they are making towers. Staff constantly interact with children and follow their lead in play which they then extend with lots of open-ended questions. For example, children are asked 'What resources do we need' while they set up a campsite at the children's request. As a result, children suggest and collect resources and they are motivated and engaged in play. Story sessions are fun and sustain the children's interests. Staff use lots of intonation, change their voices depending on the character and involve children in the story. Children for whom English is an additional language are supported well. For example, parents are asked to teach staff some key words in their home language and some members of staff are multi-lingual. Therefore, all children are able to communicate their needs. Outings to the library and regular song sessions also contribute to children developing a good acquisition of language.

In the under two and a half years unit, young children explore their environment confidently and choose from a good range of resources that are stored on the floor or on low-level shelves and are easily accessible. Sensory exploration is encouraged by the staff as they provide a range of textures for babies to explore. For example, babies are encouraged to explore the feel of water and glitter while they sit and splash in the water tray. Babies explore a wide range of natural and home-made objects, such as, rattles made out of socks while staff lie at the side of the babies constantly talking to them. Their early communication skills are fostered as staff engage them in stories and songs and respond appropriately to their 'babble' and words. Babies' physical skills are supported by staff through activities, such as, 'tummy time' or by babies pulling themselves up on the furniture. There is also ample space indoors and out for babies to crawl, although, less effective use is made of the outdoor space for this age group.

Children's literacy skills are supported well. All children have good access to mark making

tools indoors and out, such as chinks, pencils and crayons to develop early writing skills. For example, young children use a range of skills while they sit and chalk recognisable letters on the floor outdoors and make marks in colours sand. In addition, the pre-school children take part in daily 'letters and sounds' sessions. As a result, children draw lines and circles and begin to write their names. Children's mathematical development is suitably supported through a range of planned and self-chosen activities. For example, children learn about weight and measure as they play in the water and engage in tipping and filling activities. They learn about shape and size as they construct towers with assorted bricks and develop an awareness of numbers and counting as they recite numbers while they climb the stairs. Children's self-care skills are satisfactorily fostered throughout the nursery. For example, children are encouraged to help the staff tidy up at the end of the session. However, older children are not consistently encouraged to pour their drinks, or serve their meals. Therefore, staff do not maximise opportunities for older children to develop their independence in readiness for school.

A good range of small world and role play resources provide children with opportunities to try out different roles, including, doctors or 'mummies and babies'. Equality and diversity is well-promoted. Inclusion is a priority within the nursery and effective partnerships between parents ensure children for whom English is an additional language are supported. The nursery has a suitable range of resources and equipment to support children's understanding and acceptance of the diversity of the world in which they live, such as, images that that portray positive images of similarity and difference. Furthermore, children take part in a wide variety of festivals, such as Eid. Therefore, children develop an awareness and understanding of the diversity of the world in which they live. Older children have daily access to the outdoors, where they play on a good range of equipment to support their physical development. For example, children play on climbing equipment, kick balls and they develop strong muscles as they run around in the ample space. Outings to the local park further support children to develop their physical skills. These activities suitably support children to acquire the skills necessary for school.

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

The safety and well-being of children is compromised because adults that have not had their suitability checked are left alone with the children in their care. Overall, children are well-behaved. However, where there are 'quarrels' between children staff do not always respond positively and appropriately. For example, some staff kneel down to the child's level and sensitively explain to children that they should be kind to their friends while other staff sit children outside the room, on their own as a consequence for their unwanted behaviour. This contradicts the nursery's behaviour management policy and consequently does not build on children's developing self-esteem.

There is a good range of well-maintained, safe and age appropriate resources for children to enjoy both indoors and outside. These are stored within easy reach of the children. Staff conduct a daily check of the premises to ensure it is safe for them to play and explore. The nursery conducts regular emergency evacuation practices. This ensures that children know how to respond in an emergency, such as a fire.

Overall, children interact positively with other children, which supports them to make friends. The key person system works appropriately supporting children's confidence and liaising with parents to ensure their wishes are valued, such as following familiar routines from home. Babies and older toddlers enjoy snuggling in for cuddles with staff and individualised settling-in procedures ensure staff know them well before children are left in their care. In addition, children are encouraged to choose their own key person which helps them to form strong attachments with staff. Consequently, children separate well from their main carers and settle-in appropriately.

Staff ensure that most children have regular access to the large outdoor areas, as part of a healthy lifestyle. Therefore, some children benefit from regular fresh air and outdoor activities. However, children aged under 18 months do not access the outdoors daily or as often as the older children. As a result, some days babies do not access the outdoors at all during a full day session. This does not ensure that the health of the younger children is as effectively promoted as the older children. Meals are well-balanced and nutritious and fruit and vegetables are served daily. Furthermore, children take part in outings which contribute to a healthy lifestyle, including, the swimming baths.

Once children are ready to move onto the next stage in their learning, such as school there are suitable arrangements in place to support them. The children's transition records are shared with schools and the teachers are welcomed into the nursery. Furthermore, staff meet the teachers at the local children's centre to liaise with them prior to children attending their schools. This helps children to have a smooth transition into their new setting and ensure that teachers are well-informed to support their individual needs.

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

The leadership and management of the nursery do not have a good enough understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, they have breached several legal requirements, including those relating to the Childcare Register. People working with the children who are yet to have their suitability checked through the disclosure and barring service are not adequately supervised and are left alone with young children. The behaviour management policy is not consistently implemented. Therefore, children's behaviour is not always managed in a suitable manner. In addition, babies are not provided with daily access to fresh air as part of a healthy lifestyle. This does not demonstrate that a high enough regard is given to the safety and well-being of children.

Most staff have attended safeguarding training. This ensures they are aware of the possible signs of abuse and the procedure to follow if they are concerned about the welfare of any child in their care. Furthermore, staff are very clear about the procedure they would follow should there be any allegations regarding the adults within the nursery. Most staff are trained to administer first aid. Therefore, there is always one first aider on-site when children are present. Regular risk assessments of the environment ensure it is safe for children to play and explore in.

The leadership and management of the nursery have a suitable understanding of the learning and development requirements. The manager suitably monitors the performance of staff through regular appraisals to identify training needs and she regularly observes staff while they interact with children to reflect on their practice during supervisions. Self-evaluation is used generally well to identify improvements to the nursery. For example, the nursery's graduate leader drafts regular action plans for each of the children's room to bring about improvements. The views of parents are consulted via questionnaires; any improvements that are identified are addressed by the management team.

Partnerships with parents are well-established. Parents state they feel involved in their child's learning and are complimentary of the nursery and the staff. Parents feel they are well-informed about their child's day through informal chats at the beginning and end of the day and the daily sheets. Staff have a good understanding of the advantage of liaising with other early years providers and local schools. This gives staff the ability to meet children's individual needs and ensures that there is continuity in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that any person caring for, or in regular contact with, children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY320533
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	914978
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Teddy Bear Nursery Limited
<b>Date of previous inspection</b>	11/05/2009
<b>Telephone number</b>	01706 651700

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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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