

Teddies Nurseries Limited

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

Inspection date	17/09/2013
Previous inspection date	11/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The key person system is well-embedded, which means babies and children form a genuine bond with their special person who meets their individual needs well.
- Staff are enthusiastic, and interact well with children who show good engagement in their play and learning.
- Children are well motivated and are making good progress in their development, particularly in key areas of learning.
- Management show a good drive towards improvement with robust action plans in place to ensure there are positive outcomes for children.

It is not yet outstanding because

- The adults sometimes miss opportunities, during adult-led activities, to offer challenge and extension for older children, in the area of mathematics.
- Teaching strategies to help those children who are not developing in line with expectations are not fully developed.

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 play and learning activities and tracked children, indoors and outside.
- The inspector had discussions with the manager and area manager regarding leadership and management of the setting.
- The inspector looked at a sample of children's progress records and planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting and saw written feedback.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

Teddies Nurseries Ltd registered 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 123 children on roll 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 setting is open from 8am until 6pm every weekday for 51 weeks of the year. The setting employs a total of 24 staff to work with the children. Of these, 21 hold qualifications in early years at level 3. The remaining three staff are working towards qualifications at level 3 in early years.

What the setting needs to do to improve further

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

- develop further teaching strategies to help those children who are not developing in line with expectations

- develop further the opportunities for older children to be challenged and extended in mathematics during adult interaction.

Inspection judgements

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

Older children demonstrate their eagerness and delight at being in the setting alongside practitioners who support their needs well. Babies and toddlers are well settled and show good engagement with their special person, who effectively tunes in to their individual needs. The adults enthusiastically engage in children's play, interacting with them well to foster their curiosity and develop their love of learning. This is particularly evident in the pre-school room where a well-planned dinosaur activity enables children to be highly engaged and motivated. The children draw dinosaurs, using their imaginations to talk about their pictures and experiences, and to touch and feel baby dinosaurs in a gel substance. The adults are careful to ask open questions to encourage children's thinking skills, giving each child time to talk. Adults include literacy and understanding of the world by introducing reference books and hatching 'dinosaur' eggs in warm water. Children

observe the cracking eggs with excitement and between them decide on two dinosaur names. Children concentrate well, take turns in conversations, ask questions and talk about size, throughout the good teaching and learning activity. However, staff miss opportunities to offer further challenge and extension in children's understanding of mathematics when children spontaneously comment on how many dinosaurs they see in the gel substance.

Elsewhere in the setting young children and babies are supported by adults who implement, effective child-led planning, which builds on children's skills, knowledge and interests. Overall, this means that children are making good progress towards the early learning goals. For example, in the baby room staff focus on the key prime areas of learning by encouraging good communication and physical skills. They tune in to each babies' needs successfully, talking about what they are doing during nappy changing, responding to babies' gestures, vocalisations and eye gaze. They cuddle and sing songs to individual babies, which are meaningful such as 'The puffer train' when a baby holds and explores the train puzzle piece in their hand. Babies who are at the developmental level are encouraged to walk to the nappy changing area, being hand held and vocally encouraged by their special person.

Teaching support for children not developing in line with expectations, is not always of a high quality. This is because specific teaching strategies, such as small group language activities or Makaton signing have not been introduced. Children with special educational needs are identified after the progress check for two-year-old children is implemented and shared with parents. The special educational needs coordinator and key person work with parents to gain additional support from external agencies and devise an individual educational plan to support each child's specific needs. The system to observe, assess and plan for each child's individual needs works well with each key adult recording in their learning story their observations and progress. They then record on a room wipe board their child's next learning steps for quick reference, and for their key buddy or bank staff. This ensures that the adults can quickly get to know children well and can successfully provide for their learning needs. An interactive, social and well-planned mealtime means that two-year-olds are making good progress in their development. For example, they learn everyday words, of the food and cutlery used, because staff sit with them and talk about what they are doing. Children use large spoons to serve their own meal, developing physical skills and personal independence. Children show good skills and capabilities, so they are ready for their next stage of learning. Parents are involved in children's learning processes at the setting through secure systems such as the 'observation at home' stickers.

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

The setting has worked hard since their last inspection, to offer a stimulating, child friendly and enabling environment. This means that children and their families feel welcomed, very settled and happy. The attractive and rich indoor play spaces with well-chosen play resources, furniture and equipment effectively support children's all round development. The baby room is exceptionally well laid out with extensive, colourful

resources available to them, stimulating their interest and exploration. For example, the babies look, stretch, and reach out for the leaves hanging from the colourful ceiling drape. The small outdoor area is more inviting, since the last inspection, with an addition of a construction/ building area, easels and shed with cushions and books.

Babies and toddlers have formed strong bonds with their key people because staff understand the role of the key person well. The special person or buddy follow children's sleeping and care routines in line with parents' routines and according to each child's individual needs. For example, regular nappy changes take place and the key person checks on sleeping babies and makes a record of sleep times. The adults are very aware of children with medical needs and follow a care plan to ensure their individual, welfare needs are met. Older children show good relationships with their key person and adults, often calling their name excitedly to share their work with them. They spontaneously engage in social interaction with them.

Older children are well 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. Children moving up to a new room benefit from the good support of their key person and a system that is successful, which involves tailored visits over six weeks. A three-way meeting is conducted with the old and new key person and parent to ensure children's unique and ever changing needs are met by good information sharing.

Babies and toddlers enjoy physical activity indoors and outdoors each day; they have fun when staff put washing up liquid on the ground outside and make bubbles for them to walk and stamp on. Older children enjoy the challenging climbing apparatus outdoors, which successfully develops their agility. Children take part in and have the benefit of outdoor learning in all weathers. All children enjoy a nutritious, well-balanced, home-cooked meal, healthy snacks and regular drinks, which they thoroughly enjoy. Personal independence is promoted well at snack and meal times for older toddlers and pre-school children. They serve their own dinner, use cutlery well and pour their own drinks, gaining good self-help skills. Older children take pleasure in being part of the 'cookery club' dressing up as chefs and help the on-site chef to cook healthy meals. The cook and staff are well aware of those children with allergies or food preferences, because a plate system is in place and name and picture place cards are set out on the table.

Children's behaviour is very good because staff value what children do, have good expectations of them and praise them well in their achievements. Children are learning how to keep safe through fun teaching strategies such as 'Candy Floss helps us to stay safe'. Candy Floss is a colourful, soft toy who tells children how behave in safe ways, such as going up and down the stairs safely. Children are encouraged to attend to their own personal needs such as blowing their nose in a tissue, because staff remind them. Tissue dispensers and mirrors are located at child height to promote health and well-being.

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

The senior management team and staff show a strong drive towards improvement and successfully implement robust policies and procedures. This means that staff consistently implement the requirements of the Statutory Framework for the Early Years Foundation Stage throughout the setting. For example, staff carefully record details of any accidents or injuries children sustain, after tending to them, to help protect every child's welfare. There is good awareness by management on ensuring ratios are met, with good systems in place for the deployment of staff across all rooms. High priority is given to safeguarding children, with staff being well trained on child protection issues, which is highlighted and discussed at every staff meeting. Management rigorously investigate complaints, and nursery practice is tweaked to ensure it is either consistently good or better. The nursery makes certain that Ofsted is notified of relevant child information and the Local Area Designated Officer is consulted when staff record unexplained injuries on children, to help safeguard each child's welfare. Rigorous procedures are in place for the recruitment, vetting and appraisal of staff, which includes the monitoring of staff skills and tackling underperformance.

Since the last inspection the setting has made significant progress in raising outcomes for children. Staff's teaching practice is now monitored effectively and training has taken place to address the actions raised at the last inspection. This has liberated the staff in becoming more knowledgeable, passionate and more playful with the children. Management and staff undertake regular training, which is cascaded to the team and have visited other nurseries to inspire them. There is a clear vision in place, to continually evaluate and improve their practice. For example, there is a wealth of excellent information in the staff room to increase knowledge and ideas and staff in each room speak enthusiastically about their 'development case studies' and the new play ideas they have implemented. This means that the nursery is continually evolving and moving forward, determined to achieve their new mission statement 'Striving for excellence'. The accurate benchmarking of the setting's practice through the use of the Ofsted self-evaluation gives staff a comprehensible picture of the strengths of the setting and further areas for improvement.

Partnerships with parents are strong; key staff and buddies are very welcoming and friendly when parents arrive with their children. They exchange vital information about the children's specific needs. A verbal handover or written daily diary for babies at pick-up time includes information about the child's day, session and care routines. A flexible settling-in system is in place, which parents fully appreciate. Parents speak and write knowingly and glowingly of the setting and staff, and of the good information sharing, on matters relating to children's care and learning. For example, they say, 'It is brilliant. He loves nursery and does not stop talking about all the fun he has with you. Staff are upbeat and enthusiastic'. The nursery's good attention to involving and engaging parents in children's learning at home has a positive influence on children's development. Partnerships with external agencies and other providers are well established, which means there is a shared approach to children's learning. For example, there are good links with the school, local welfare groups and childcare professionals.

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	131594
Local authority	Southampton
Inspection number	931590
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	123
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	11/02/2013
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, 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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Piccadilly Gate
Store St
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