

Teddy Bear Nursery

167 Milnrow Road, Rochdale, LANCASHIRE, OL16 5BA

Inspection date	30/06/2014
Previous inspection date	30/08/2013

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

- Staff have a good knowledge and understanding of the Early Years Foundation Stage. They use this knowledge effectively to plan activities that support children as they move towards the early learning goals. As a consequence, children make good progress.
- Leadership and management are strong. The management team undertakes self-evaluative practice which identifies strengths and areas for development. This means that children benefit as the nursery is consistently improving.
- Staff have effective knowledge of their safeguarding policy and practice. Therefore, children are supervised and well protected in the nursery.
- Parent partnerships are effective. Staff value the opinion of parents and work hard to develop relationships, in order to provide a consistency of care for children. Partnerships with other professionals are embedded. Consequently, children's needs are well supported.

It is not yet outstanding because

- Staff do not yet have the opportunity to undertake peer observations, in order to share good practice with one another and raise children's attainment to the highest level.
- Resources for babies to use in the outdoor area are less well established than resources in the indoor environment. Therefore, there is room for improvement to further enhance children's learning.

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 observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the owner and a local authority advisor at different times throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

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. It is registered to a private individual. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 19 members of childcare staff. Of these, two hold appropriate qualifications at level 6, two hold appropriate qualifications at level 4, 10 hold appropriate qualifications at level 3 and five hold appropriate qualifications at level 2. The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 88 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 and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the professional development of staff through sharing examples of good practice and using sharply focused evaluations in order to raise children's attainment to the highest level

- extend resources for children in the outdoors, particularly in the baby outdoor area, so that children's learning can be further supported so that they achieve to their maximum potential.

Inspection judgements

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

Staff are knowledgeable about the Early Years Foundation Stage and provide activities which interest children and engage them in learning. Educational programmes cover the seven areas of learning and offer a broad range of learning opportunities. For example, children enjoy taking part in a creative activity based around a fire engine. This interest was identified through staff observing children at their self-initiated play. Staff consider how to extend children's learning. For example, staff discuss fire safety, children act out a fire fighting scenario and children enjoy visits to the local fire station. These activities build on children's interest, extend their knowledge and support children in gaining the necessary skills in preparation for school. Staff observe children as they play which allows staff to identify children's developmental stage. This means that staff can then identify children's next steps in learning and support children as they move towards the early

learning goals. Staff pose questions to children during play and involve them in activities. For example, children help to make homemade play dough. Staff ask questions, such as 'which ingredient do I need now?' and 'how has the mixture changed?' This supports children's critical thinking skills and motivates them to become active learners. As a result, children are making good progress.

Teaching and learning is good. Staff understand the Early Years Foundation Stage and use this knowledge well to support learning. For example, they plan adult-led activities which provide targeted support to meet children's individual learning needs. For example, children take part in a session to support developing language. Staff use visual prompts and ask questions to support children in identifying different objects. Staff role model language and repeat questions so that children's understanding of new words is enhanced. Staff verbally interact with children throughout all times of the day, asking questions and posing tasks. This promotes early language skills and sustained thinking so children become active and confident learners. Challenge is provided through well planned activities and a good level of teaching support. For example, children play with water and explore the subject of capacity as they use different size containers. Staff support children's language by using correct mathematical terms, such as 'full' and 'empty'. This helps children understand correct terminology. Children with special educational needs and/or disabilities are supported through close partnership working with parents and purposeful partnerships with a range of other professionals. Children who speak English as an additional language are supported by bi-lingual staff and specialist resources, such as visual timetables. This enables children to make good progress in their individual learning.

Partnerships with parents are highly valued and staff appreciate the importance of these partnerships to meet children's care and learning needs. The nursery has recently held a 'Dad's day' where parents were invited into the nursery to build large, three dimensional models with children in the garden area. This was well supported and children enjoyed the planned activity immensely. The nursery values the opinion of parents and uses parent questionnaires to gain parent feedback. The nursery is very pro-active in addressing any concerns. For example, the nursery has recently adapted its meal menus as a result of parent comments. There are effective communication systems in place, which include a designated parent display board, parent information meetings, emails and daily communication books. In addition, parents are also invited to training events at the nursery. Parents have recently attended a training session with staff on supporting positive behaviour, which further supports learning in the home. Parents are involved in children's assessment through contributing to baseline assessments, the progress check for children between the ages of two and three years and children's development files. Parents were consulted during the inspection and were complimentary about the nursery. For example, they comment 'the staff are excellent, really friendly, approachable and brilliant with my child' and 'I would recommend the nursery to anyone in the area, facilities are good'.

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

An effective key person system is in place. Children start at the nursery on a gradual admission basis and are allocated a key person, which is flexible to suit children's needs. This allows children and parents to build purposeful relationships with staff. Parents are welcome to stay with children as they settle. Staff are well informed about children's care needs as parents are asked to complete documentation about likes, dislikes and individual needs prior to admission. Staff are positive role models and interact with children at their level. For example, staff read stories to children, use chalk on the floor outside, sit with children and role model how to play with resources. Positive relationships are evident. For example, older children enjoy fun water fights with staff using squeeze bottles in the outdoor area, while younger children enjoy more gentler adult interactions. This indicates that children feel secure and settled. Positive behaviour is encouraged through effective strategies, such as using visual pictures to remind children of good sitting and good listening. Staff praise children throughout the day which helps to build children's confidence and self-esteem. Children listen well to staff requests and partake in daily routines. As a result, behaviour is good.

Staff have a good understanding of the importance of risk management. Written risk assessments are in place and written policies and procedures support good safety practice. For example, on outings staff ensure that they use a reputable coach company with age appropriate seat restraints, share the risk assessment with all volunteers and ensure that a nursery mobile phone is carried at all times by the identified trip leader. Risk assessments cover all areas of the provision, indoors, outdoors and activities. For example, staff consider the potential risks as children use lengths of ribbon and sticky tape in the workshop area. Daily safety sweeps are also undertaken to ensure that the environment and resources are suitable for children's needs on a continual basis. Staff effectively follow procedures, which support safety. For example, a visitors' book is in use so that staff are aware of all visitors on the premises and ensure that identification badges are checked. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is supported through using the bathroom independently, self selecting resources and pouring drinks. The indoor and outdoor environments are good and offer a wealth of resources to support children's learning. However, resources in the outdoor area for babies are less well established and this decreases opportunities for the youngest children to make the most of outdoor learning.

Children learn about healthy lifestyles through daily access to the outdoor area and walks in the local environment. In addition, toddlers and pre-school children enjoy weekly sports sessions with an outside company in order to further promote healthy lifestyles and physical development. Food is freshly cooked on the premises by a designated chef, with varied menus that offer healthy options and which are tailored to individual dietary needs. Children learn about making healthy choices as they visit a local supermarket to purchase ingredients for snacks and baking. Supportive transitions are in place for children and staff meet to discuss children's needs on a regular basis. Teachers from the local school are invited into nursery, staff attend local authority transition meetings to share information with other providers and complete a transition document. Children are supported through discussion and the environment, for example, children have the opportunity to dress up in different school uniforms and play out different scenarios. This helps pre-school children

emotionally prepare for change as they get ready to make the move to school.

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

Staff have a good knowledge of effective safeguarding procedures. For example, staff ensure that outside gates are locked prior to children accessing the outdoors and use a secure password system for all children. Staff reference displays throughout the nursery with relevant agency contact numbers and show knowledge of the authorities to contact should they be concerned over a child's welfare. The management team ensure that practices and policies are constantly revisited by staff, such as during the induction process and staff meetings. Staff supervise children well and consequently, children are suitably protected. For example, the nursery keeps records of accidents, medication administration and attendance, which helps staff to protect children and promote their welfare. There are effective processes for the selection and safe recruitment of new staff. The management team are constantly developing practice to further safeguard children. For example, recruitment procedures have recently been developed to ensure that new staff are not allowed to work in the nursery until appropriate suitability checks have been undertaken. In addition, induction processes have been reviewed which support and monitor new staff in the first six months of employment. Staff are supported through staff meetings, appraisals and supervisions. The management team are keen to support continued professional development of staff and observe staff as they work to monitor their practice. This informs the supervision process. However, there is scope to enhance the system to support staff in sharing good practice among themselves, such as through peer observations, in order to raise children's attainment to the highest level.

Staff know children's needs well and understand how to support children's individual learning requirements. Staff role model how to use the resources, play with children at their level, provide a running commentary with younger children and discuss prior learning with older children. Staff are well qualified and the nursery employs an early years professional who works across the nursery to support staff in making positive changes for children. The management team attend network meetings and receive support from the local authority on a regular basis; this allows managers to reflect on best practice. The manager then sets targets for each room to better support children's needs. For example, the manager has recently asked that staff implement a check-in system, which will allow staff to monitor how many children are accessing different learning areas at any time. Children's development files are monitored on a regular basis, which ensures that gaps in learning are identified and appropriately addressed through targeted interventions. The management team collate data, which drives improvement. For example, data is collected on children's progress which may identify a certain area of learning that needs addressing further. Staff attend regular training in order to update their knowledge. Staff have recently attended training on outdoor play, supporting two-year-olds and children's schemas.

The management team are committed to undertaking self-evaluative practice, to identify areas of strength and weakness. They are pro-active in their approach and are keen to

make positive changes as the need arises. All actions from the previous inspection have been addressed and managers place a strong emphasis on developing the nursery further. The views of parents are welcomed and staff contribute to the process by taking part in a quality assurance scheme. In addition, children are asked their opinion, for example, when new menus are being developed. The management team have developed action plans, work in partnership with local authority advisors, complete training audits, attend cluster meetings and have identified priorities for the future. Staff have purposeful partnerships with other professionals to better support children's needs. The nursery has made links with local schools, health professionals, local authority advisors and other private providers. Information is discussed with parents and other professionals which supports a co-ordinated approach to meeting children's individual needs. As a result, children's care and learning needs are well met.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY320533
Local authority	Rochdale
Inspection number	963253
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	88
Name of provider	Teddy Bear Nursery Limited
Date of previous inspection	30/08/2013
Telephone number	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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