

# Teddies Nurseries Limited

Forest House, 3-5 Horndean Road, Forest Park, Bracknell, Berkshire, RG12 0XQ

<b>Inspection date</b>	12/04/2013
Previous inspection date	06/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff in each room plan carefully to offer activities which meet the needs of the children in that age group, so that all make good progress from their different starting points.
- New systems for tracking children and assessing the next steps in their learning are developing well and help staff to plan for children's individual needs.
- Relationships between adults and children are very strong, and this means that children are happy and settled and make the most of their time in nursery.
- Staff work closely with parents so that they are able to work with the nursery to support their children's progress.
- Leaders and managers have a clear vision of the future of the nursery and understand what to do to bring about further improvements.

### It is not yet outstanding because

- children in the pre-school room are not always able to choose when they want to play outside.

## 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 inspection was carried out by one Early Years inspector who spent a day at the nursery.
- The inspector observed activities in all the indoor rooms used by children and in the outdoor areas.  
The inspector spoke to staff who were on duty and to parents who came to collect their children. She held discussions with the manager of the nursery and with area managers of the parent company.
- The inspector looked at documentation relating to safeguarding, record keeping and self-evaluation.
- She also looked at the website for the nursery and the parent company.

## Inspector

Jane Chesterfield

## Full Report

### Information about the setting

Teddies Nurseries (Bracknell) is one of 203 nurseries owned by Bright Horizons Family Solutions Ltd. It opened in 1999 but was taken over by Bright Horizons in 2009. The nursery operates from self-contained premises close to a residential area on the outskirts of Bracknell. The nursery is divided into three units that group the children by age: babies, toddlers and pre-school rooms. Older children have free access to a secure garden for outdoor play. The nursery is open each weekday from 8.00am to 6.00pm with the option of an extra service between 7.30am until 7.00pm, for 51 weeks of the year, closing for Christmas week and all bank holidays. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 66 children from three months to five years on roll. Of these, all are in the early years age group and no children in the later years age group currently attend. A maximum of 50 children may attend the nursery at any one time. Children attend for a variety of sessions and come from the local and wider area. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. There are 18 members of staff who work with the children. Of these, 16 hold relevant childcare qualifications at Level 2 and above, and two are attending training for an appropriate qualification. The nursery has Investors in People accreditation and the local authority Five Star Award for Food Hygiene Standards.

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

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

- enhance the use of the outdoor area for pre-school children so that they can make free choices about when to play outside.

### Inspection judgements

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

The nursery meets children's learning and development needs well, Staff build carefully on children's previous achievements as they move from room to room, and their clear progress is evident. There is a good focus on readiness, for example in the pre-school room. Here, children are encouraged to learn skills to support them as they move on. These include taking turns to answer questions, tidying up toys together, and waiting until everyone is ready before starting lunch. Staff make sure that each room has a good range of activities covering all the areas of learning in an inviting and exciting way. This helps children to explore and discover for themselves. In the toddler room, for example, children are intrigued to handle coloured corn flour. They learn that they can crumble it in their

hands as well as drawing shapes in it on the floor.

Staff use new systems to track and assess children's progress through their 'learning story' books. These enable staff to decide what the children have achieved and what they need to do next to develop further. The learning stories show clearly the good progress children are making, and they are used well to support children. In the baby room, careful assessment was made of a child who started this year. Staff assessed the child's skills across the prime areas of learning. They established that speech development was a learning priority for this child. During the inspection, a member of staff worked skilfully with this child playing with a cassette recorder. The staff member named and repeated the names of parts of the machine, and helped the child to do the same. As a result, the child's vocabulary and speech are developing well from their well tracked starting point.

Staff work well with children. They strike the right balance between supporting children in their learning and development, while encouraging them to be independent. Staff use questioning well to help children think about their learning. Staff repeat words and rephrase ideas so that children can build their vocabulary. This has been an improvement since the last inspection. The outdoor area, though compact, is well designed to offer children a wide range of enjoyable activities. These include climbing on equipment, riding bikes and tricycles, and gardening areas. This contributes to the children's good physical development. All three rooms have timetabled outdoor sessions, so that children enjoy daily exercise. However, children in the pre-school room, which opens into the outdoor area, are not always able to make free choices about when they will play outside. As a result they are not always able to be physically active when they most need to burn off energy.

Partnerships with parents are good, and staff have friendly and positive working relationships with them. Parents are encouraged to contribute to their children's learning stories, and most do this, adding pictures and comments. Staff spend time with parents and carers as they collect their children each day, discussing what went well and any issues that have arisen. Parents appreciate this, and say that they are very satisfied with the quality of care that their children receive. Children make good progress as a result of this shared approach to learning.

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

The setting makes a good contribution to the well-being of the children in its care. Strong relationships between adults and children in all rooms ensure that children are settled, secure and confident. They are eager to discover and learn. All children present during the inspection were keen to move around and explore, seeking help readily from adults where necessary. The key person system works well, with a 'buddy' system to cover staff who are absent, and both children and their parents know who to turn to for support. This means that children are always able to spend time with someone who they know well. Children are settled and happy as a result.

Staff act as good role models for children in their behaviour and relationships. In the pre-

school room, staff eat lunch with the children and show them how to serve themselves, and how to use their cutlery and crockery. The food served is of an very good quality, reflected in the awards won by the setting. Staff give good attention to healthy practices. For example, they wash their own hands after blowing children's noses, and ensure that the children wash their hands before eating and after using the toilet. As a result, the children gain good independence skills and are able to look after themselves when they move on to school.

Good attention is given to the different backgrounds of the children attending, which is an improvement since the last inspection. The setting is well equipped with multi-cultural resources. The festivals of all groups represented in the setting are celebrated, such as Chinese New Year. Polish national costumes have been bought for the role play area, and staff say that the children enjoy wearing these. As a result children know that their individual cultures are valued and respected. They develop a strong sense of belonging in the nursery.

The setting offers children bright, warm and welcoming surroundings. This is particularly strong in the baby room with its calm atmosphere and imaginative layout, including the 'monochrome' area and lively displays at child level. In all rooms, resources are clean and well kept and children respect their surroundings. Leaders and managers have identified that labelling of resources is not always fully extensive to promote children's literacy skills. They have noted this particularly in the pre-school room, and have added this to their improvement plan. This demonstrates their ability to make changes to the surroundings to promote the better development of children in the nursery.

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

Leadership and management of the nursery are good. Leaders have a clear overview of the strengths and weaknesses of the provision, and know what needs to be done to bring about improvement. Self-evaluation is accurate and well-focused. There have been recent changes in leadership through staff absences and transfers. However, senior leaders have ensured that practice remains consistent across the nursery and that staff training needs are identified and met. Staff say that they have a good level of job satisfaction. Staff recognise that they are given good opportunities to undertake professional development and to extend their experience by working in the different rooms at the setting. As a result children are cared for by a well trained and happy staff team, who are keen to meet their needs.

Procedures for safeguarding are secure and robust, and the nursery makes sure that it always reports any concerns to the appropriate authority. The policies and procedures of the parent company are fully implemented, and there is clear guidance on the use of mobile phones and cameras which is respected by staff and parents. Staff have undergone the required employment checks and the necessary training in child protection. As a result, children are well safeguarded in the nursery.

Senior leaders, together with the parent company have made sure that the new learning and development requirements of the Early Years Foundation Stage have been quickly and effectively implemented. Progress checks at age two have been introduced and are well reported to parents. This helps parents to share in their children's learning. Also, new procedures for assessing, tracking and planning for the next steps in children's development are working well. Children's particular individual needs are identified well, so that any additional support needed can be sought. Links with outside agencies, or other settings involved in children's care are robust. As a result, staff are able to make more accurate assessments of children's development to progress them further.

The setting has been imaginative in its strategies to involve working parents in its everyday life. It has recently held a 'Messy Play Day' on a Saturday and has introduced parent forum evenings, so that more parents can attend. Parents receive a weekly newsletter by email and are encouraged to complete 'link stickers' for their child's learning story. Children and their parents are helped prepare for moves to school thanks to the setting's liaison evenings with local schools. Staff also hold events such as 'packed lunch day' and 'uniform day' in the weeks before they move. As a result, children are comfortable and secure in their move to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	119252
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	908679
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Teddies Childcare Provision Limited
<b>Date of previous inspection</b>	06/11/2009
<b>Telephone number</b>	01344 486565

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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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