

Teddy Bears Nursery

Long Lane, Newtown, Great Wyrley, WALSALL, West Midlands, WS6 6AT



Inspection date	16 January 2015
Previous inspection date	4 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good and some parts are outstanding. This is because staff have an excellent understanding of how children learn and how to extend this through interesting and inspiring activities.
- Staff regularly observe and assess children's progress, using this information to plan purposeful activities to support next steps in learning. As a result, children make good progress from their starting points.
- Children are excellently prepared for future learning at school as staff ensure they are supported to develop key skills in literacy, numeracy and independence.
- The nursery is well led by a manager who is passionate about her role and the provision of high-quality care and learning. The self-evaluation, which involves the views of staff, parents and children, demonstrates that the nursery is always evolving.
- Children's safety and well-being is paramount. Staff ensure that the environment is checked for safety each day and they have a good understanding of how to protect children from harm.
- Parents speak highly of the nursery, the quality of care and teaching provided by the staff. They contribute information about their child's skills at home and receive daily feedback from staff about their child's care.

It is not yet outstanding because:

- Children's next steps in learning are not regularly shared with parents to enable them to build even further on their child's learning at home.
- Monitoring systems, which provide an overview of all the children's progress need to be fully developed, in order to more fully identify any areas of children's learning or the provision to develop further.

What the setting needs to do to improve further

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

- engage all parents in sharing information about their children's next steps in learning, for example, by sharing of progress summaries more frequently to support them more effectively in guiding their children's learning at home
- enhance monitoring systems to provide an overview of all children's progress, in order to identify any areas of children's learning or the provision, which can be developed further.

Inspection activities

- The inspector observed a range of activities and interactions between staff, children and babies, both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability, qualifications of staff working with children, the provider's self-evaluation form and discussed plans for improvements.
- The inspector took into account the views of parents and carers.

Inspector

Sharon Lea

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a wide variety of learning opportunities for all ages, through mini topics, such as winter. For example, a selection of winter clothing enables babies to try on hats and gloves, developing their self-help skills. Older children gather leaves and twigs outdoors, which they cover in water and freeze. This supports children to learn about changes, such as when water freezes and then defrosts. Children's communication and language development is given a high priority and staff promote excellent speaking and listening skills at all times. Babies enjoy exploring real vegetables to learn their names and develop counting skills. Older children enjoy favourite stories and joining in with repeated refrains. Children of all ages have opportunities to develop their skills in early writing. Mathematical understanding is equally well promoted, through interactive activities and displays. Parents attend annual parents' evenings. However, opportunities to share children's next steps in learning more regularly are not fully maximised, to support children to make even better progress.

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

Children form secure attachments and relationships with staff through a highly effective key-person system and settling-in procedure. Consequently, children are very happy and confident to enjoy the wonderful opportunities provided. The learning environment is highly stimulating and children make lots of independent choices in their play and learning. Hygiene practices are well established. Children know when it is appropriate to wash their hands such as after outdoor play. The children understand they need to do this to remove any germs. They learn about healthy lifestyles through the well-balanced snacks and meals provided. They understand that eating well helps them to grow big and strong. Daily outdoor play for children of all ages promotes access to fresh air and exercise and enables them to independently put on their coats and boots. Behaviour is excellent due to the basic rules that staff reinforce, such as good listening and using kind hands.

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

Staff attend child protection training and detailed policies and procedures underpin practices. Consequently, children are effectively safeguarded. Staff are robustly recruited and have a thorough induction to fulfil their roles effectively. All staff have childcare qualifications, supporting them to promote children's learning to a good standard. The manager monitors staff through observing their practice and supports staff development through supervision, training and appraisals. Children's progress is monitored regularly and reviewed by the manager. However, systems to provide an overview of all children, are not yet fully developed to more fully identify areas of children's learning or the provision needing to develop further. Partnerships with other professionals are well established, supporting the needs of children with special educational needs and/or disabilities. Teachers from schools that children move on to are invited to visit children and

staff, and share progress summaries, to support continuity of learning.

Setting details

Unique reference number	EY295940
Local authority	Staffordshire
Inspection number	861563
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	29
Number of children on roll	60
Name of provider	Teddy Bears Nursery Ltd
Date of previous inspection	4 March 2009
Telephone number	01922 710 448

Teddy Bears Nursery registered on the Early Years Register in 2004. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including the manager who also holds an early years degree at level 6. The nursery opens Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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