

Teddies Nurseries Limited

Willingale Road, Loughton, Essex, IG10 2BQ

Inspection date	19/03/2013
Previous inspection date	21/09/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are exceedingly curious, motivated to learn and show a strong sense of independence and exploration in their play.
- Staff have an excellent understanding of the needs of the children and use a meticulous approach to monitor and support children's progress, which is successfully linked into weekly planning.
- Children are forming close, meaningful attachments and they interact positively with their peers and their key persons. They show they feel safe and very secure in their environment as they laugh, giggle and play games with those who care for them.
- Leaders, managers and staff work most coherently as a team to ensure procedures are robust and that there is a clear focus on continuous improvement, achieved through extensive self-evaluation procedures.
- Partnerships with parents are exemplary and fostered through two-way communication, to ensure they are fully informed of their child's ongoing progress.

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.

Inspection activities

- The inspector scrutinised a range of records and documents; attendance registers, policies and procedures, suitability of adults, children's assessments and the self-evaluation systems.
- The inspector held meetings with managers, staff and parents and also took account of the views of children spoken to on the day.
- The inspector observed activities in all indoor and outdoor areas.

Inspector

Clair Stockings

Full Report

Information about the setting

Teddies Nursery registered in 2002. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises within the campus of a secondary school and community centre in Loughton, Essex. It is managed by Bright Horizons Family Solutions Ltd. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 22 members of staff, 18 of whom hold appropriate early years qualifications.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 99 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 learning English as an additional language.

What the setting needs to do to improve further

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

- consider enhancing further children's interest in a healthy lifestyle by providing opportunities for children to plant, grow and harvest their own foods.

Inspection judgements

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

The nursery provides a rich and vibrant learning environment where the children are highly stimulated. The extensive resources are of high quality and easily accessible to children. Children independently set up their own resources and play cooperatively with each other. The nursery successfully promotes an inclusive and flexible approach where children organise and plan for their own learning. As a result, children display extremely high levels of confidence and self-esteem.

Children successfully develop their spoken language through interaction, conversation and answering appropriate questions posed by staff. Babies and younger children have lots of eye contact with very attentive staff, who respond to their gurgles and early attempts to form words. Skilful staff introduce new words, such as 'slippery' and 'slimy' to describe the texture of the jelly that babies delight in exploring with their hands. Listening to stories is vibrant and exciting for children, promoted through the innovative 'Growing Readers' scheme. For example, pre-school children learn about the emergency services as staff share a favourite storybook. Children enthusiastically share their own past experiences of

visiting the doctors or hospital. Staff use props and real life items to add new dimensions to the story. Children extend their learning further through play in the 'hospital' created in the role play corner. They excitedly use writing resources to practise their early writing skills. Children develop excellent understanding that text carries meaning through the highly effective use of books, labels and signs. They have ample opportunities to successfully develop their creative skills through an abundance of materials, for example, paints, crayons and pencils. Children show pride and ownership of their work; keen to either take home their paintings or display them in the nursery. Younger children develop physical skills as they dress and feed the baby dolls and arrange the home corner to suit their play.

Children develop their numeracy skills through a rich range of practical activities, for example, at snack time they independently count out and distribute the corresponding number of cups required for the children present. Children benefit from use of the exciting outdoors learning environment that includes opportunities for den building and gardening. Children delight in searching for insects in the 'bugs' hotel' and staff skilfully use this opportunity to extend children's learning through discussion. While outdoors, staff support children to safely take risks and explore through play with learning extended through playful teaching.

Exceptional systems to engage parents in all aspects of their child's learning are in place. Parents complete detailed records with staff on their child's admission to the setting so that a robust assessment of each child's abilities is made. This ensures staff can plan specifically for individual children. The superb use of the key person system ensures parents are informed exceedingly well about their children's achievements and progress. They are regularly invited to meetings to share information about their child's development and make their own observations at home. This means that parents and carers can become involved in their child's learning and each child, including those learning English as an additional language, is well supported in making excellent progress.

Staff undertake systematic and spontaneous observations that very effectively inform both individual and group planning. This means they are able to successfully meet children's individual needs and interests through a significant range of experiences. They carefully evaluate each activity to help identify and narrow any gaps in the children's learning. Staff have extensive knowledge of their key children and can talk in detail about what they can do and how they plan to move them on to their next identified stage of development. Thorough assessment records are in place within the children's developmental profiles. These records clearly identify children's starting points and future learning, illustrated by a wealth of photographic evidence. The natural ability of staff to positively engage in everything children say and do enables children to feel valued. This further encourages children to become highly inquisitive and active learners. Consequently, children thrive and make excellent progress in their learning and development and are very well prepared for school.

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

Children develop an excellent understanding of healthy lifestyles. They benefit from regular fresh air and exercise through wonderful opportunities to enjoy the outdoor environment in all weathers. This stimulating area encourages children to extend their physical skills. For example, they balance, swing and climb using a range of materials, including recycled tyres, wooden beams, wheeled toys, balls and hoops. However, there is scope outdoors to enhance children's interest in a healthy lifestyle further by providing opportunities for children to plant, grow and harvest their own foods. Healthy and nutritious snacks and meals which include fruit and vegetables are provided, which helps children to establish healthy eating habits. At meal times, children sit in sociable groups joined by attentive staff. These small groups successfully promote children's conversation skills very effectively as they chatter happily with their friends. Staff organise meal times to provide an opportunity for children to develop excellent independence skills by helping to serve their own snack and pour their own drinks. Children are developing a highly impressive understanding of the importance of personal hygiene through the embedded practice of the staff team who actively encourage them to wash their hands before eating and after using the toilet.

Children are flourishing in this warm and welcoming environment. An exemplary key person system which begins even before children start attending the nursery helps to ensure they each develop a strong relationship with staff. Staff have an expert knowledge of the children in their care and go to considerable lengths to ensure their individual needs are well met. New children and parents are exceptionally well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family. This continues throughout the nursery as children move on to different rooms. They explore the next room with their key person to help them to become familiar with these changes. As a result, all babies and children form close bonds and secure emotional attachments to their carers. Children confidently seek staff out for reassurance when they need it. Children have a highly positive approach to new experiences and organised routines help them to feel secure and confident. Staff carefully monitor children's care routines and share information, such as sleeping patterns, eating and nappy changing routines with parents.

Children's emotional well-being is exceptionally well nurtured by the warm and purposeful interaction of the staff throughout the nursery. They clearly apply consistent boundaries so that children develop excellent knowledge of what is expected and consequently display exemplary behaviour. Children play co-operatively, taking turns, demonstrating respect and concern for each other. They display a sense of belonging to the nursery, as, supported enthusiastically by staff, they help to tidy away resources in preparation for lunch. Children are very confident and competent in communicating their thoughts and show a mature response to taking responsibility for their own and others' safety. This is impressively demonstrated during outdoor play when they listen and adhere closely to the instructions of staff. Children learn about safety through regular fire evacuation practises. In addition, children safely use a range of challenging utensils and resources supported by exceedingly attentive staff. As a result of the exceptional care offered by staff they learn independence skills which will support and promote their future learning and eventual move to school.

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

Children are safeguarded and well protected in the nursery as staff are extremely vigilant and have an excellent understanding of local safeguarding procedures. Children in the nursery are cared for by suitable adults through the robust staff recruitment and vetting procedures in place. Staff make very effective use of detailed and thorough risk assessments to support them in checking that the areas used by the children are safe. This means that children are able to move safely and freely around the building. The environment is well organised and accessible with a plentiful range of high quality resources and enables children to play in areas of independent choice both indoors and outdoors.

Supported by the inspiring staff, children thrive and make excellent progress. Staff are highly knowledgeable of the Early Years Foundation Stage and use this extremely well to extend the children's learning. Staff have high expectations and are motivated exceptionally well by the manager and senior staff. Managers make effective use of regular observations and annual appraisals of staff to discuss their practice and identify areas for further development. There is a comprehensive and ongoing programme for staff development.

The successful key worker system supports all children to feel confident as they change rooms in the nursery and eventually move on to school. The liaison between the key workers, parents and other providers of the Early Years Foundation Stage contribute exceptionally well to children's inclusion and the ongoing identification of their individual needs. Relationships with other professionals and external agencies involved with the children are well established and highly effective, contributing strongly to supporting children's welfare and learning.

The nursery forms very close working relationships with parents and carers. Parents speak glowingly of the staff and all they do for the children. A free flow of shared information means that parents, carers and staff are all kept extremely well informed about every aspect of children's achievement, well-being and development.

The manager and staff team contribute to the nursery's highly reflective self-evaluation. This takes account of all aspects of the provision, identifying strengths, together with areas needing further development in order to enhance the environment. Together, they share high expectations and set high standards which are embedded across all areas of practice. The views of parents and children are gathered and considered through the use of questionnaires and highly effective parents' and children's committees. All recommendations from the last inspection, for example, development of parental partnerships, have been thoroughly and successfully addressed.

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	EY153174
Local authority	Essex
Inspection number	909028
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	99
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	21/09/2009
Telephone number	0208 418 0666

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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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