

Teddies Nurseries Limited

24 Brampton Road, Bexleyheath, Kent, DA7 4HD

Inspection date	19/11/2013
Previous inspection date	19/05/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- All children display exceptional levels of personal, social and emotional development, as they have extremely strong relationships with their key person.
- Staff use their excellent knowledge of learning and development requirements of the Early Years Foundation Stage to significantly enhance children's progress relative to their starting points.
- Partnerships with parents are outstanding, which promotes continuity of children's care routines, learning and development.
- Staff use outstanding questioning techniques to enhance and extend children's communication and language development.
- Self-evaluation works exceptionally well to maintain continuous improvements and promote positive outcomes for all children.

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 children and staff playing together.
- The inspector checked evidence of staff's qualifications and suitability to be working with children.
- The inspector sampled a range of staff supervision, monitoring and appraisal documentation.
- The inspector conducted joint observations with the manager.
- The inspector spoke to staff, children and the manager.

Inspector

Sue Mann

Full report

Information about the setting

Teddies Nursery, Bexleyheath registered in 1999. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of a chain of nurseries owned by Bright Horizons Family Solutions. The nursery operates from a large detached house in a residential area of Bexleyheath. All the children share access to a large, secure outdoor area.

The nursery is open each weekday from 7.30am to 6.30pm, all year round. There are currently 192 children on roll in the early years age range. The nursery receives funding to provide free early years education for children aged two, three and four-years-old. The nursery supports children who have special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs 52 staff, of whom 44 hold appropriate early years qualifications to at least level 3, including one member of staff who has achieved Early Years Professional status.

What the setting needs to do to improve further

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

- further enhance children's motivation to play through encouraging children to move and combine messy play resources.

Inspection judgements

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

The staff show an excellent understanding of the Statutory Framework for the Early Years Foundation Stage and the learning and development requirements. This enables children to enjoy an exciting and stimulating range of activities and experiences, which superbly promotes their learning and development. Staff carry out regular meticulous and precise observations on children, which ensure that staff are able to identify each child's current stages of learning and development. Staff record children's observations in their learning journals. The staff work closely with the parents, encouraging them to share what they have seen their children do at home. Parents write down any observations of their children's achievements at home, which staff place into the children's learning journals. Consequently, staff have an abundance of detailed information about children's learning and development stages, which enables them to plan challenging and stimulating next steps for each child in their care. The management have put in place extremely effective planning systems, which respond to children's emerging interests and their next steps. This enables staff to adapt plans for children's next steps as children reach their intended learning goals. Effective systems are in place to enable staff to complete progress checks for two year old children. This ensures that all children are reaching or exceeding their

expected stages of learning and development, and identifies any children who need additional support. Consequently, children are constantly stimulated through challenging and exciting activities which support their progress towards the early learning goals.

Staff continually build on children's emerging interests to support their individual stages of learning and development. For example, staff sit and play alongside the youngest children; they build small towers of blocks, which children take great pleasure in knocking down. Staff use related vocabulary, such as the names of the colour's to extend children's learning. This helps children to develop their physical and co-ordination skills and an understanding of words and their meaning. Older children enjoy learning about the changing seasons, as they go and collect leaves and autumn harvests, such as acorns and conkers. Staff display the conkers, acorns and leaves alongside factual books and pictures. This enables children to examine the objects in detail and read about autumnal changes as they learn about the world around them.

Staff have an excellent understanding of how to support children's communication and language development. They join in sensitively with children's games, explorations and activities to enhance and extend their understanding. For example, children show an interest in a map of the world. Staff sit with the children and discuss where different countries are in relation to the United Kingdom. Children eagerly look for their holiday destinations as they talk about what they did on holiday. Staff respond to this interest by providing paper and pens and putting the map on a table, which enables the children to draw their own maps. This highly effective and motivating support means that children are making excellent progress in relation to their starting points and are ready for the next stage in their learning and development. Staff use a variety of ways to encourage children to develop a love of books, enjoying a range of fiction and factual books. Staff use audio recordings of books to develop children's listening skills and links between words and their meaning. Staff ensure that book areas are attractive and inviting to children, comfortable cushions and rugs enable children to sit and enjoy looking at books with their friends or staff. This supports their literacy development.

Children enjoy playing in the nursery's large outdoor garden. Staff have created separate areas for the children to play in. For example, an inspiring 'mud kitchen', fully equipped with child-sized kitchen units invites children to enjoy creating mud pies and getting dirty. The manager has started a forest school area at the rear of the garden. She has qualified as a forest school teacher and has developed highly impressive plans to introduce the children to the benefits of outdoor learning. For example, children learn how to take managed risks using equipment, such as potato peelers to whittle sticks and build campfires. Children's safety is paramount, as each child is taught simple safety procedures, such as 'one, two, three, where are you', which ensures that each child stops what they are doing and stands up. This helps the manager and staff to know where each child is.

Children learn about different cultures and religious festivals as staff celebrate traditional customs and festivals with the children. Wall displays further children's understanding of different cultures. The nursery supports children who learn English as an additional language extremely well. Staff ask parents for key words in children's home languages, which they use to help children learn the routines and develop their spoken English skills.

Consequently, children with additional languages settle easily and quickly pick up English words which helps them to communicate with the other children and staff.

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

Staff ensure that children thrive in the nursery as the key person systems works exceptionally well to ensure that children form outstanding emotional attachments to their special person. In addition, a 'buddy' system is in place to provide children with another familiar adult to turn to should their key person be away. Consequently, all children are very happy, settled and enjoy learning through play. Staff gather a comprehensive range of information about children's likes, dislikes and current stages of learning and development through talking to the parents and the completion of child records. Parents stay with their children during the gradual settling-in process, which supports children to explore their exceptionally stimulating surroundings from the security of their parents. Staff use information from the parents to plan activities, which children will find familiar. This helps children to separate from their parents easily, and means they are ready to learn through high quality play.

Effective staff deployment works well to meet all children's individual needs. Staff working with the youngest children gather information from the parents to ensure that their care routines reflect their routines at home. There are ample staff who hold appropriate paediatric first aid qualifications, which means that children's good health and well-being is high priority. For example, staff monitor children's temperatures regularly when children fall ill and take appropriate action, such as calling the parents for permission to administer medication when required. Staff check children's temperatures regularly, which enables staff to monitor children and inform the parents if necessary. This shows that staff have a secure understanding of first aid and the procedures they should take if a child's temperature becomes high.

All children behave exceptionally well in the nursery, as staff consistently demonstrate exceptional manners. Staff ensure that they speak politely to each other and the children, which means that children learn very good social skills. Children learn to share and take turns well, which means that they learn very good social skills. Staff praise children for everything that they do, which helps children to feel valued and has a positive effect on their behaviour.

Staff support children's good health and well-being, through meticulous hygiene practices and daily outdoor play. The nursery employs a cook, who prepares children's meals and snacks from fresh produce and ingredients. Consequently, children learn the importance of leading healthy lifestyles, which helps them to be physically active and ready to learn.

The staff have excellent links with teachers from the local primary schools. Teachers come and visit the children in the nursery to see what they can do and discuss their learning and development progress with the children's key person. This helps the teachers to plan for children's next stage of learning at school, through ensuring that activities are appropriate for children's stages of learning and development. The staff provide children with school

themed role-play, which enables children to use their imaginations and knowledge from the teacher's visits to pretend to be at school. Staff provide different colours of uniform, paper and pens to support children's role-play. This helps children to start to learn what going to school may be like and supports their smooth move into the next stage of their learning and development.

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

The manager is highly motivated and has an impressive understanding of how to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The manager ensures that all staff members have a robust and fully embedded understanding of the safeguarding policies and procedures through regular training and meticulous documentation. All staff show a significant understanding of the procedures to follow should they have a concern about a child in their care. In addition, staff all understand the procedures to follow should they have any concerns about staff's practices or ability to care for children. This helps staff to take appropriate steps to safeguard children while at the nursery.

Their effective and highly rigorous procedures in place for the recruitment of new staff. All new staff completes the necessary checks to ensure they are suitable to be working with children. Staff go through comprehensive induction procedures, which ensures that all staff are fully aware of their individual roles and responsibilities and who to turn to should they have any concerns about children in their care. Effective systems are in place to support staff. The manager carries out regular supervisions and appraisals, which provides staff with opportunities to discuss any additional training or support they feel they need. The manager carries out regular observations on her staff; in addition, staff carry out peer observations on each other. This helps to identify any additional support staff may need, which through the extensive training programmes run by Bright Horizons encourages staff to develop their professional practices. Consequently, staff are highly trained, very motivated and passionate about their jobs.

The manager and staff are highly reflective. They regularly evaluate the effectiveness of the planning and children's next steps to ensure that the educational programmes have depth and breadth across the seven areas of learning. The manager monitors the staff's observations on children, which ensures that staff are correctly identifying children's current stages of learning and development. Consequently, all children are able to make exceptional progress, which is above the expected levels of learning and development. Staff organise parent evenings, which enables the parents to see their child's key person and discuss their learning and development progress in detail. Parents are able to find out what they can do at home to further support their children's learning and development, which enables children to make excellent progress towards the early learning goals.

Systems for evaluation are extensive and thorough. The parents, staff and children all have opportunities to put forward their suggestions for possible improvements, through verbal discussions, questionnaires and the suggestion box. This has been very effective in

ensuring that the nursery maintains high levels of continuous improvement. For example, helping the manager to constantly look for innovative and exciting ways to engage and extend children's learning and development. Consequently, the manager and staff are able to develop many interesting opportunities for children to extend their learning and development. For example, the children have recently 'adopted' a granny and a granddad from the local care home. The children in the pre-school club enjoy being part of the nursery's choir, they call themselves 'The little Robins' and regularly sing at the care home.

External partnerships with professionals, such as speech and language therapists and special educational needs co-ordinators work extremely well to support children with special educational needs and/or disabilities. Staff refer any children who they feel could benefit from additional support to the appropriate specialist. This enables the professionals to come into the nursery and observe the children. Consultations with parents and the completion of care or learning plans work well to support children and provide staff with guidance as to how best support these children. Consequently, children with special educational needs and/or disabilities make highly impressive progress in relation to their starting points.

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	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	115322
Local authority	Bexley
Inspection number	940837
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	95
Number of children on roll	182
Name of provider	Teddies Childcare Provision Limited
Date of previous inspection	19/05/2011
Telephone number	020-8301-3527

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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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