

# Teddies Day Nursery

Hospital Grounds, Rochdale Road, Oldham, Lancashire, OL1 2BA



<b>Inspection date</b>	27 June 2017
Previous inspection date	11 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers and staff work extremely well together and are a close knit supportive team. Levels of communication between staff are good, overall, and they share the same vision of offering high-quality childcare.
- Staff have a good understanding of the early years foundation stage. They understand how to support children's individual care and learning needs through offering a wide range of well-planned activities.
- Children who have special educational needs and/or disabilities are supported by passionate and knowledgeable staff, who work closely with other professionals to support children's needs. Planning is targeted to children's needs so they all make good progress from their starting points.
- Partnerships with parents are strong. The views of parents are actively sought and acted upon to further improve the service the nursery provides. There are lots of opportunities for parents to be involved with their children's learning and assessment.
- There is a well established key-person system in place. Staff are positive role models and nurture children's well-being and emotional development effectively.

### It is not yet outstanding because:

- Staff do not provide enough opportunities for children to consider questions and discuss their ideas independently.
- Information gained through analysis of assessment data is not fully communicated to staff to help them improve practice further.

## What the setting needs to do to improve further

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

- provide children with further learning opportunities that will help them communicate their own ideas and thoughts effectively
- strengthen the way assessment data is shared with staff, so that they have a thorough understanding of ways they can improve practice even further in their individual rooms.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke with staff, parents and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, processes for evaluating the setting and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the appropriate authorities to contact if they have concerns about a child's welfare. The staff team undertakes regular evaluation of the nursery to ensure ongoing improvements are made. Staff are supported through regular supervision meetings, teaching observations and a range of training opportunities. The manager identifies gaps in children's learning through monitoring processes for observation and assessment. Overall, any gaps that are identified are swiftly acted upon, so that children receive individual support for their needs. Children are supported well through times of change. Teachers are invited into nursery to discuss children's needs with the nursery staff. This helps children as they prepare for the next stage in their learning.

### Quality of teaching, learning and assessment is good

Staff regularly observe children as they play to identify their developmental stage. They skilfully identify children's next steps in learning and plan activities, which interest and engage them in learning. Staff play alongside children and are, generally, good at planning activities to support children's thinking skills. For example, babies explore sensory play, toddlers enjoy using different tools as they experience play dough and pre-school children enjoy taking part in science based activities. Recently children have been investigating magnetic objects and items that float and sink. Staff assess children's progress regularly and implement a range of strategies if they feel children need a little further support. Established parent partnerships are in place and there are lots of opportunities for further learning at home. For example, children use a take-home bear and borrow books.

### Personal development, behaviour and welfare are good

The nursery has a very warm and welcoming atmosphere. Children and parents are warmly greeted by staff as they enter. Staff are very aware of children's care needs and are nurturing practitioners. Children have formed close attachments with their key person and are settled and content. For example, babies become visibly excited as staff enter the room, while older children enjoy quiet story times with their key person. Children listen to staff as they give instruction or gentle reminders and behaviour is good. Healthy lifestyles are promoted well. For example, children have healthy menu choices every day and enjoy outdoor play in all weathers. Children begin to understand the wider world. For example, they celebrate festivals from different cultures, enjoy outings in the local area and enjoy an annual trip to the zoo.

### Outcomes for children are good

All children progress well from their individual starting points. They are inquisitive about the world and are active learners. They enjoy making their own choices and are, overall, presented with lots of opportunities to build their independence skills. Children are effectively prepared for their future learning, including the move to school.

## Setting details

<b>Unique reference number</b>	508105
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1087841
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Network Nurseries Limited
<b>Registered person unique reference number</b>	RP906985
<b>Date of previous inspection</b>	11 April 2014
<b>Telephone number</b>	0161 652 7156

Teddies Day Nursery registered in 1994. It is located in the grounds of the Royal Oldham Hospital in Oldham and is managed by Network Nurseries Limited. The nursery employs 17 members of childcare staff. Of these, 16 staff hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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