

# Inspection of Teddies Nursery

Teddies Nursery, 24 Kenwood Park Road, SHEFFIELD S7 1NF

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Inspection date: 15 March 2024

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff get to know children's interests. They plan exciting and challenging activities. This means children spend long periods immersed in their learning. For example, children mix water with herbs, flowers and vegetables. They explain that they are making a potion to save their favourite storybook character. Staff help them to recall the story. Children are developing a love of reading. They make good progress in their communication, language and literacy skills.

Staff have high expectations for all children's learning. They regularly observe children to find out what they know and can do. They share information with parents about their child's development. They help parents to support their child's learning at home, for example by providing a lending library and ideas to help children brush their teeth. When children are falling behind in their development, staff work with parents to decide how best to support children to catch up. Consequently, all children make good progress.

Staff tailor settling-in sessions to the individual needs of children and families. As a result, babies settle well with their key person. They feel safe to explore their environment. Children and staff share warm and respectful relationships. Staff encourage children to help each other. When a child passes their friend the water, the friend says 'thank you'.

## **What does the early years setting do well and what does it need to do better?**

- Leaders have a clear understanding of what they want children to learn. Their educational programmes are designed to build on children's interests, skills and experiences. Staff observe children daily and take note of the progress they are making. They share their assessments with parents. They find out about children's learning at home. Staff use this information to plan learning opportunities that help children to make good progress.
- The special educational needs coordinator (SENCo) works in close partnership with parents and other professionals. Together they agree targeted support that helps children make good progress. On some occasions, not all of children's support strategies are used by all staff.
- Children make good progress in their communication and language skills. Staff understand that babies need to hear single words. Staff support this communication with Makaton signs. Staff sing with children as they play. For example, they sing 'Bubble, bubble, pop!' as toddlers play in the water. Children delight in this interaction. Older children show that they remember what they have learned. They use phrases and characters from books in their play. For example, they pretend to save the superhero from the ice, saying that the villain does 'mean things'. Staff model new words, such as 'watermelon', 'wet' and

'slimy'. Since the last inspection, staff have improved their use of questioning with children. Some staff ask open questions that support children's thinking skills. However, this is not yet consistent.

- Staff help children develop their large-muscle skills. Children run around the garden, looking for birds with pretend binoculars. Staff hold children's hands as they take their first steps or balance on an obstacle course. However, babies' favourite activities are not always placed at a height that encourages them to pull to stand. Staff provide children with opportunities to paint and draw on a large scale, for example standing at easels or on the floor. Children practise cutting fruits in the mud kitchen. Staff give them careful instructions on keeping themselves safe. Children are learning the small-muscle skills they need for these tasks.
- Children are developing their independence. Staff teach them to wipe their own nose and wash their hands. Children clean and set the table for meals. Staff help them to think about what they need. They ask, 'What do we use to eat our meal?' Children excitedly say 'knives and forks', before working together to collect them.
- Leaders monitor staff's practice. They support staff to reflect on how teaching can be improved. For example, staff noticed that toddlers needed more space to play with their friends. Leaders supported staff to redesign the toddler room. Consequently, more children can use the play spaces together. Leaders provide training and development, such as coaching and courses. These help to improve the quality of care and education provided.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- strengthen further the support for children with special educational needs and/or disabilities (SEND) by ensuring all staff implement children's support strategies consistently
- develop good teaching practices further by ensuring all staff consistently use questioning in a way that extends children's thinking and expressive language skills
- extend on opportunities to use children's interests to support their next steps in learning, for example placing favoured activities at the right height for babies who are learning to stand and walk.

## Setting details

<b>Unique reference number</b>	EY349210
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10287366
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	0114 399 1615
<b>Date of previous inspection</b>	12 April 2023

## Information about this early years setting

Teddies Nursery registered in 2007 and is situated in Sheffield. The nursery employs 30 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 and above. This includes two members of staff with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Miall

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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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