

# Bright New Minds - Teddington

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY344794
<b>Inspection date</b>	12 June 2007
<b>Inspector</b>	Linda Close
<b>Setting Address</b>	52 Church Road, Teddington, Middlesex, TW11 8PB
<b>Telephone number</b>	02089 770 202
<b>E-mail</b>	teddington@brightnewminds.com
<b>Registered person</b>	Bright New Minds Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bright New Minds - Teddington opened in 1997 and changed to the current ownership in 2007. It operates from a converted building in a residential road in Teddington, Middlesex. The local authority is Richmond. The nursery operates from three ground floor and two first floor rooms with offices and staff accommodation on the ground and second floors. The setting has an enclosed outdoor play area. The day nursery serves the local community and the premises are within easy reach of bus and train services, local schools and parks.

There are currently 40 children on roll aged from six months to five years, this includes seven three and four-year-old children who are in receipt of Nursery Education Grant funding. The setting welcomes children who have learning difficulties although none attend at present. There are several children attending who hear other languages spoken at home. The nursery is open every weekday all year round. Sessions are from 07:30 until 18:30 and children can attend for full days, mornings or afternoons. Of the eight full time staff working with the children, more than 50% hold relevant qualifications. Additional qualified and unqualified staff are supplied by agencies. Two members of staff are employed to undertake office work and the preparation of meals on the premises.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is supported well in the setting because almost every member of staff has attended relevant first aid training. All members of staff are well informed about children's allergies. Written information on display ensures that new staff and agency staff are aware of individual health issues which helps to keep the children safe. Children are cared for in clean surroundings. Staff ensure that towels, bedding and toilet facilities are all maintained in clean condition for the children. Each child has a labelled basket with his or her own bedding and comforter for rest times. However, a small number of cots in the baby sleep area are unlabelled which risks confusion. The milk preparation area is clean and tidy, and cereal boxes are labelled, but bottles of baby feed brought from home are not clearly labelled which is not acceptable.

Children over two years learn about good personal hygiene through discussions and through making posters for the bathroom area. However, hand washing before snack time for the children and staff in the baby room is not always reliably carried out. Children's nappies are changed following a well documented procedure which promotes good standards of hygiene. Children thoroughly enjoy tasty, nourishing meals which are prepared on the premises using fresh ingredients. Children of all ages are encouraged to feed themselves with the minimum of assistance which encourages independence. However, the dinner plates used by the older group are too small in size which hampers them a little. Children take regular drinks of fresh water throughout the day.

Children have daily opportunities for healthy exercise in the outdoor area. Some groups benefit from the enthusiasm and energy displayed by the staff and they are involved in worthwhile games such as 'Sleeping Bunnies'. The children enjoy free play with wheeled toys, slides and climbing apparatus. They pedal and steer their tricycles competently. Children also take part in enjoyable ring games, singing and movement activities indoors. Outdoor play sessions for the older group are predominantly seen as free play and although the children enjoy this period they do not always have sufficient encouragement to take part in planned activities to help them gain the most from their outdoor sessions.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children and their parents are warmly welcomed on arrival into a pleasant nursery setting. Staff have made the foyer area and all of the rooms attractive and colourful with notices, photographs and displays of children's work. The furniture in all rooms is suitable, in generally good condition and the correct size for children to sit in comfort. Toys and resources are carefully arranged and easily accessible to the children in all age groups. The premises are clean, spacious, secure and well lit.

Children in all groups have ample space for play. However, the very youngest children in the baby room do not have a safe play space set apart from the walking babies. In spite of this they are seen to be well supervised and content. Fabric drapes hanging down from the ceiling add interest to the room although one is too long and there is a danger that babies and toddlers will trip over it. Fire evacuation is practised often and recorded in detail to promote the safety of all in the setting. The outdoor area is secure, level and suitable for play although it is a little dull. However, the provider and staff have interesting plans in place to refurbish this area.

Children are safeguarded in relation to child protection issues because the manager is well informed. She ensures that her staff are aware of the signs and symptoms to note that suggest that all is not well with any child in the setting. She reminds her staff at meetings that they must share any concerns with her without delay.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Room leaders are familiar with the Birth to three matters framework and they base their planning on it appropriately in the two rooms for children under three years. Children in the under two's room are calm and happy because the staff manage them with kindness and understanding. The children play busily and get along well with staff and each other. They are involved in play with resources such as noisy toys. They explore interesting materials including soft strips of paper and they enjoy play with push-along toys. A suitable range of activities is planned for the babies overall. However, sometimes the less experienced staff in the baby room are not fully briefed about the art work they are to do with the under two's. Children sometimes have to wait because the resources are not prepared.

Children in the two to three's group enjoy the happy atmosphere in their room. The staff are jolly and enthusiastic and they play with the children and listen to them carefully. Staff are adept at spotting learning opportunities in free play and they do their best to extend children's vocabulary throughout the day. The children can easily make choices from a good range of resources which are stored at a low level in their classroom. They play happily in the home corner and show good imagination. Outdoor play activities for this group are lively and stimulating. Children are well prepared for a seamless move to the older class next door where they soon settle down to play and enjoy the company of the older children.

### **Nursery Education**

The quality of teaching and learning is good. Staff are well informed about the stepping stones towards the early learning goals. They plan and provide a good overall range of activities to help the children learn. They observe them and note their progress. They make good use of their observations to plan for the next steps in children's learning. Children's learning needs are identified in planning which is linked to all six areas of learning.

Personal, social and emotional development is a clear area of strength in the group for children aged three to five years. The staff are particularly skilled in behaviour management. They seize every opportunity for promoting good relationships and good manners. They help the children to recognise that their friends have feelings too. They explain the outcomes of different behaviours and help children to make positive choices. The children are happy and well behaved. They show a good level of independence. They cut up fruit for their own snacks and they pour out their own drinking water. They are happy to serve themselves at mealtimes and they manage very well.

Children learn to recognise the letters of the alphabet by their shape and sound through planned tasks and through discussions that take place over their activities. They confidently find their place names at lunch time and can identify the names of their friends. There are many examples of writing around the room which show children how writing is used. Children have good opportunities for mark making and their resources are easily accessible. They listen well to stories and happily contribute their thoughts and points of view. The older members of the group are fluent speakers and they learn many new words through discussions with the staff.

Children have daily opportunities to count aloud. They are encouraged to count in real life situations such as counting to find out how many children are in a group or how many tiles they have each when playing. Children discuss the passage of time and find sand timers to measure how many minutes pass as they play. They talk with understanding about morning and afternoon activities. They use positional language with understanding. They know the meaning of words that include inside, outside, under and beside. Planning documents show that children explore and discuss shapes and they learn the names of basic shapes. They are involved in many worthwhile sorting and matching activities.

Children explore and experiment with a good range of natural materials including sand, water, earth and clay. They have searched for worms in the garden and have a 'wormery' to watch the way that worms move. They make good use of technology to support their learning. They have free access to a modern computer, they know how to use a music centre and they are learning how to use a programmable robot bee. Children create models according to their own ideas. They talk about the wider world but they do not often have any visitors to tell them about the work of adults. Children do not often go out walking in the local area to extend their knowledge of the world beyond the nursery. They enjoy a reasonable range of celebrations throughout the year but the range does not fully reflect the culture and nationality of all of the children in the group.

Children are gaining good control over their hands. They use drawing materials and construction toys with confidence and increasing accuracy. Creativity is developed well in the nursery. Children's own work is highly respected and attractively displayed. They use a good range of resources for art and craft activities including modelling clay, different papers, glue and glitter.

### **Helping children make a positive contribution**

The provision is good.

Children of all nationalities and cultures are warmly welcomed into the setting. Children are encouraged to speak English and they are making good progress with their new language. However, there is some lack of emphasis placed on showing respect for their backgrounds through the range of festivals and celebrations enjoyed. Children enjoy continuity of care because staff find out about children's individual needs from their parents. Staff ensure that children only have food that their parents approve of at the nursery.

There are no children in the setting at present who have identified learning difficulties. However, the designated coordinator is experienced and very well informed. She is aware of how to support individual children appropriately. Behaviour management is a clear area of strength in every room in the nursery. Staff are firm but kind and positive. They do not raise their voices and the children respond to them very well. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents say they are kept well informed about activities and day-to-day affairs in the setting through discussions with the manager and the staff and through notices posted in the classrooms and in the reception area. They are welcome to visit the rooms at any time. The staff make notes about children's sleep patterns, nappy changes, activities and food intake each day to give to the parents of the younger children. Formal meetings are arranged twice a year for parents to discuss their child's progress with staff. Records are shared at this time and parents say they are confident that they can see them at other times on request. Parents say they are currently forming a 'Parent's Association Group' to lend their support to the children, the staff and the setting.

## **Organisation**

The organisation is satisfactory.

Staff are all checked for suitability to work with children at the time of their employment which helps to keep the children safe. Induction procedures ensure that new staff have the opportunity to gain familiarity with the policies and procedures of the setting. The manager arranges staff meetings regularly to discuss day to day matters and to maintain staff awareness of safety and security issues. Staff are also invited to contribute their thoughts and new ideas to discussions about future activities and aspects of good practice in brainstorming sessions. Staff attend annual appraisal meetings with the manager and together they identify suitable training courses. The provider and the manager actively encourage staff to train for their professional development and to meet the needs of the children in the setting.

The manager is supernumerary which enables her to spend time each day working in all of the nursery rooms beside her staff. This ensures that she is aware of the activities taking place in each group, can monitor care standards and assist staff in practical ways. Detailed risk assessments are conducted and most risks are identified and minimised. However, a few errors in organisation and preparation in the baby room have not been noted. Recent staff reorganisation has given staff new opportunities to work with different age groups in the setting. The manager and the provider have made many changes and improvements at the setting since registration including the addition of stimulating new resources and toys. They have already identified further areas for development in written action plans. The required documents are all in place to facilitate the smooth running of the nursery. Registers of attendance, staff records, accident records, medication records and records of visitors to the setting are all correct and up to date. They are all easily accessible and ready for inspection.

Leadership and management in relation to Nursery Education is good. The manager is well informed about the stepping stones towards the early learning goals. She supports her staff well by enabling them to attend useful courses to enrich the educational provision in the nursery. She monitors the content of the educational programme that is planned for the three and four year old children. She ensures that it supports their learning well in most aspects of the six areas of learning. She also ensures that staff observe children and note their progress and that staff identify individual learning targets in their planning. The manager is a good role model for her staff. She ensures consistency in the nursery approach to behaviour management. The setting meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required either the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that clear labelling is used at all times for bottle feeds and cots
- ensure that staff and children always wash their hands before snacktime
- ensure that there are no trip hazards for children and staff in the ground floor rooms
- ensure that all resources and activities are planned and prepared in advance for the under two's

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that the range of celebrations in the programme reflects the background of all of the children in the group
- extend the provision for knowledge and understanding of the world by helping children to find out more about the world beyond the nursery and the work of adults
- make better use of the outdoor area for planned activities and games for physical development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)