

# Teddy Bear Nursery

Huntingdonshire Regional College, California Road, Huntingdon, Cambridgeshire,  
PE29 1BL



<b>Inspection date</b>	25 May 2016
Previous inspection date	8 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children flourish in a highly stimulating and well-resourced learning environment. Trips off site and visitors to the nursery extend the range of experiences open to children. There is a strong cycle of observation, assessment and planning that precisely supports children's next steps in their learning. Those at risk of falling behind are quickly identified.
- There is an extremely strong focus on children's language development. The use of a specific language programme contributes to children's rapid progress. All staff expertly tailor their interactions with children to precisely meet their developing language needs. Small-group times are used well to enhance the learning of those at risk of falling behind.
- Children's behaviour is exemplary. They are busy and active, and play extremely well with their peers. Staff support them to learn to say please and thank you, to take turns and consider the needs of others.
- Partnerships with parents are excellent. Staff make every possible effort to engage each family, in order to promote children's learning. Communication between home and the nursery is consistently effective and contributes significantly to children's rapid progress in their learning. These strong partnerships continue with other professionals involved in children's lives.
- A highly qualified and experienced staff team has an in-depth understanding of the children and how they learn and develop. New and less experienced staff are carefully mentored to achieve the same high level of performance.
- Staff are excellent role models who work extremely well together as a team. Led by an experienced and dedicated manager, they work hard to develop the provision. Self-evaluation is effective in building upon the many strengths of the nursery.

## What the setting needs to do to improve further

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

- continue to build on the excellent programme of professional development for staff to maintain and extend their skills even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed two joint observations with the deputy manager.
- The inspector held a meeting with the manager and deputy manager. The inspector also looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Highly effective and robustly implemented management systems continue to ensure the very high quality of the nursery. High-quality supervisions, regular staff meetings and observations of teaching practice ensure staff are expertly supported and their practice is robustly monitored. An insightful programme of training and support for all staff has a positive impact and the management team is keen to further embed this. Arrangements for safeguarding are effective. Staff demonstrate an excellent understanding of local safeguarding procedures. Robust risk assessments and alert staff ensure children are cared for in a safe and secure environment. Self-evaluation is highly effective and actively takes account of a wide range of views, including staff and families. Parents speak extremely highly of the setting and the rapid progress their children make.

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

Highly responsive staff are quick to engage with the ideas that children bring to their learning. They skilfully join in when appropriate with children during activities and extend their knowledge and thinking. Children of all ages have free access to well-resourced outside areas. This ensures all children, especially those who prefer outdoor play are motivated and eager to learn. Opportunities for early writing are plentiful. Older children make use of large whiteboards and marker pens to start to form letters in their names. Younger children make marks with water and different sized paintbrushes. Books are read in exciting and interesting ways. Staff make excellent use of props when reading stories to children who become engrossed in the storyline. Children's interests and abilities are known and fully understood by the whole staff team. Highly successful strategies engage all parents in their children's learning. They regularly borrow resources to support their children's ongoing learning at home.

### Personal development, behaviour and welfare are outstanding

Children's emotional well-being is given the utmost priority. Staff boost children's confidence and self-esteem at every opportunity with meaningful praise and reassurance. Caring and flexible relationships between children and their key person provide a secure base from which children learn and develop. Settling-in arrangements and moves between rooms are managed sensitively and in partnership with parents. Staff work alongside parents on all aspects of children's changing care routines. Opportunities for children to become independent are plentiful and expertly supported by staff. They learn to manage risk as they work out how to balance on tyres or how to stack crates safely. Pre-school children are exceedingly confident in attending to their self-care needs. The significant time spent learning outdoors provides all children with plenty of fresh air and active play.

### Outcomes for children are outstanding

Children are active, independent learners, who show high levels of curiosity and imagination. They spend sustained periods of time engaged in challenging activities, becoming fully immersed in their learning. All children are making substantial and sustained progress and gaps in achievement are narrowing rapidly. Children are very well prepared for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	221542
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	854580
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Huntingdonshire Regional College
<b>Registered person unique reference number</b>	RP523507
<b>Date of previous inspection</b>	8 March 2011
<b>Telephone number</b>	01480 379228

Teddy Bear Nursery opened in 1988 and is run by Huntingdon Regional College. The nursery is open each weekday from 9am to 5pm, term time only. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications. Nine staff hold early years qualifications at level 3 and above, including one member of staff with early years professional status. The nursery provides funded early education for two-, three- and four-year-old children. They also provide support for a number of children who speak English as an additional language and children who have special educational needs or disability.

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