

# The Teepee Day Nursery



The Teepee Day Nursery, Pembroke, Hanworth, Berkshire RG12 7RD

<b>Inspection date</b>	4 July 2019
Previous inspection date	1 April 2015

<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 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

- Since the last inspection, the provider and the new manager and their staff team have worked incredibly hard to maintain the high standards. All those working within the nursery are dedicated and passionate about what they do, and totally committed to providing the very best learning experiences, irrespective of age or ability, for all children.
- Partnerships with parents are superb. Staff are very successful in engaging parents in their children's learning. Parents are highly complimentary about the service provided. They value the excellent advice, feedback and support they receive. A parent comments, 'The nursery staff provide me with excellent feedback and ideas to help me to support my child's learning at home.'
- The quality of teaching is consistently excellent. Staff see every moment as a potential learning opportunity and make the very best use of these to enhance children's potential to gain further knowledge and skills. As a result, all children make rapid progress.
- The excellent and robust tracking systems in place help all staff and leaders to identify any gaps in children's learning. For example, group tracking highlighted that some boys were not as confident in some areas of learning, such as mathematics. The leaders identified specific training in this area and the impact shows that all of the boys are now achieving at a higher level. Gaps are identified very early on and closed swiftly.
- Opportunities for children's outdoor learning are truly awe inspiring. They flourish when exploring the vast outdoor areas and demonstrate a superb knowledge and understanding of the natural world. For example, they visit the 'little forest school' area daily where children find bugs and creatures and make men out of sticks they collect. Young children sleep outside in the open air, weather permitting.

## What the setting needs to do to improve further

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

- continue with the excellent staff training programme to ensure the quality remains at the highest level.

### Inspection activities

- The inspector had a tour of the nursery and discussed the use of self-evaluation and the current areas identified for improvement.
- The inspector held a leadership meeting with the provider and the manager.
- The inspector spoke to the staff and children at appropriate times throughout the inspection. The inspector also spoke to parents and took their views and comments into account.
- The inspector sampled a range of documentation, including suitability checks, staff qualifications, policies and procedures, and children's developmental records.
- The inspector observed the teaching and learning opportunities for children indoors and outdoors and the impact this has on their learning and development. The inspector also carried out a joint observation with the manager.

**Inspector**  
Chris Lamey

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have a very secure knowledge of the action to take if they have concerns about a child's welfare. Leaders provide excellent support and mentoring for all staff to help further develop their skills. The manager evaluates the nursery exceptionally well, taking into account the views of staff, parents and children. As part of her evaluation, she has identified a desire to further enhance the excellent, regular supervision sessions and peer observations to maintain and strengthen staff excellent teaching skills. The leaders and staff team have taken part in a recent quality assurance scheme and have successfully been awarded the 'platinum' level which is the highest grade given.

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

Children persevere and have a go but are also happy to ask for help. Instead of fixing problems for children, staff ask them how they think they can work together to overcome them. This helps develop children's thinking and problem-solving skills. Staff prepare creative activities for older children to develop their understanding of numbers and quantities. For example, older children identify numbers on small wooden figures and are then challenged to find the matching train with dots on the top which represent the number. Younger children have fabulous fun as they roll and crawl in shredded paper and use their hands to paint. Babies gleefully learn about colour and shape as they play peekaboo with their key persons.

### Personal development, behaviour and welfare are outstanding

Children behave exceptionally well. They always have an excellent understanding of the routine and staff expectations. Children demonstrate polite manners and considerable kindness to others. For example, during 'little forest school' play, children remind each other of the rules and encourage each other to 'keep their sticks low'. Staff immediately follow this up to encourage children to remember why. Staff show exceptional skill at forming relationships with children and ensure that their key children feel extremely safe and secure in their care. As a result, children who lack confidence when they started quickly feel happy to interact with others and show high levels of engagement. Catering staff fully understand the importance of a healthy diet and how this contributes to children's well-being.

### Outcomes for children are outstanding

Children are determined to achieve, whether trying hard to control scissors effectively with one hand or managing to put their boots on for outside play. Children who are behind in their learning and development make excellent levels of progress from their starting points. Older children are extremely well prepared for school. Pre-school children achieve very well in their mathematical and literacy development and display very high levels of independence. Toddlers thoroughly enjoy singing activities, joining in with gusto. Babies quickly learn to feed themselves and express their own needs and feelings.

## Setting details

<b>Unique reference number</b>	EY263716
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10108550
<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</b>	0 - 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Small is Beautiful Ltd
<b>Registered person unique reference number</b>	RP521479
<b>Date of previous inspection</b>	1 April 2015
<b>Telephone number</b>	01344 360601

The Teepee Day Nursery registered in 2003 in Bracknell, Berkshire. The nursery opens from 7am until 7pm on Monday to Friday, 51 weeks of the year. There are 23 staff who work with the children. Of these, 15 hold early years qualifications, the provider has a Masters degree in Early Education and the manager holds early years professional status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

