

Inspection of Teddy Bear Corner

St Nicholas Primary School, St Faiths Road, Alcester, Warwickshire B49 6AG

Inspection date:

6 February 2025 - 7 March 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Leaders have failed to implement appropriate arrangements to ensure children with special educational needs and/or disabilities (SEND) have the required support in place. The organisation of the environment and resources does not ensure children's educational needs are met. All children are cared for in the same space, and the curriculum is not effectively adapted to meet the age and stage of individual children's learning and development.

That said, children greet staff with smiles and demonstrate that they feel content coming into the nursery. Interactions between staff and children are positive and staff attend to children's personal care needs. Staff develop relationships with children and their families, and take time to offer verbal feedback to parents about how their children's day has been.

Staff provide children with opportunities to develop their physical skills. Children access an outdoor learning area with bikes, slides and stepping stones to develop their large muscles. They develop their fine motor skills as they use toothbrushes to expose toy dinosaurs that staff have frozen in ice. Staff engage children in yoga sessions to help develop their core strength and promote healthy lifestyles. Staff deliver 'Nature Nursery' sessions, where small groups of children explore the natural environment and play games to practise their listening skills. Children learn the rules of the nursery, and staff remind them to share with their friends during activities. This begins to support their understanding of expected behaviours.

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

- The provision for children with SEND is not effective. Leaders have failed to implement appropriate arrangements to ensure referrals are submitted in a timely manner. This significantly impacts on what support and future provision children may receive for their learning and development.
- Leaders and staff do not fully understand their roles and responsibilities with regards to SEND. They do not implement suitable arrangements to help all children make the progress expected of them. This means the support SEND children receive is poor.
- Children of all ages play in an open-plan environment, where they can access resources that cover all areas of learning. However, staff do not plan this well enough. Resources are not organised according to children's age and stage of development. Younger children crawl around on hard floors, picking up toys, such as cars and animals, and putting them in their mouths. Older children play with toys that are far too young for their developmental age, such as stacking cups. Such practices demonstrate that leaders do not ensure children receive differentiated learning experiences applicable to their age and stage of

development.

- Although staff identify next steps in children's learning and link these to their half termly themes, children's learning is not always challenged or extended well enough for them to make consistently good progress. Staff do not implement a curriculum that is ambitious and challenging to meet the individual learning needs of all children.
- Due to the organisation of the environment, younger children's needs are not effectively met. For example, older children play in areas where babies are trying to rest or sleep. This does not support babies to follow their routines as their rest is often disturbed.
- Staff promote children's communication and language development. Children are split into smaller groups for circle time. Older children engage in 'show and tell,' where they share their items from home, while other children listen intently to what they are being told. Staff use props to encourage younger children to listen to stories, and children join in with actions when singing familiar songs. Staff offer parents the opportunity to join in with story sessions, and lend books to families so they can read to children at home. Staff support children who speak English as an additional language by gaining key words to promote their communication at nursery.
- Parents are happy with the service they receive. They comment on the stable staff team, and state that staff take the time to communicate regularly and provide them with information about how they can support their children's learning at home. Parents state that they value attending the parents' evening appointments that staff offer.
- Leaders provide staff with regular opportunities to meet to discuss their key children and their well-being. Staff comment they feel supported by leaders and they help them to reflect on their workload.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
strengthen arrangements to ensure that support for children with SEND is implemented, in particular making timely referrals	31/03/2025

ensure that all staff receive appropriate training to enable them to understand and fulfil their roles and responsibilities, especially with regard to the support for children with SEND	31/03/2025
improve the organisation of resources in the learning environment, to ensure they are suitable for specific ages and stages of children's development	31/03/2025
ensure that the curriculum is ambitious and challenging to meet the educational needs of all children	31/03/2025
ensure that provision for the youngest children is organised to meet their individual needs more effectively.	31/03/2025

Setting details

Unique reference number	EY339752
Local authority	Warwickshire
Inspection number	10375968
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	74
Name of registered person	Teddy Bear Corner Limited
Registered person unique reference number	RP903552
Telephone number	01789 764519
Date of previous inspection	10 May 2019

Information about this early years setting

Teddy Bear Corner registered in 2006 and is located in Alcester, Warwickshire. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or level 3. One has qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education.

Information about this inspection

Inspectors

Natalie Herbert
Katherine Wilson

Inspection activities

- The inspection started on 6 February 2025. The inspector returned on 7 March 2025, to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke with the nominated individual about the leadership and management of the setting.
- Leaders and staff spoke to the inspectors about how they support children with SEND.
- The inspectors observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.

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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