

Abbeywood Tots Day Nursery Limited

Inspection report for early years provision

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| Unique Reference Number | EY221445 |
| Inspection date | 28 June 2007 |
| Inspector | Deborah Jane Starr |
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| Registered person | Abbeywood Tots Day Nursery Limited |
| Type of inspection | Integrated |
| Type of care | Full day care, Out of School 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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Abbeywood Tots Day Nursery was registered in February 2002. The registration holders have two other nurseries, one at Filton College and one in Station Road, Filton. The nursery serves the local community. The single storey nursery is situated within the premises of Stockwood Green Primary School. Children have access to an enclosed outside play space. Children attending the nursery do not have contact with children at the primary school other than visits to shared events. Children attend the nursery for a variety of sessions. The nursery offers after school and holiday care to children attending the school.

The nursery opens from 07.30 to 18.00 Monday to Friday, throughout the year. There are currently 70 children aged from one year to under five years on roll and 20 children in full-time education. Of these, 40 children receive funding for nursery education.

The nursery currently supports children with learning difficulties and disabilities. The nursery employs 10 staff who work with the children, five of whom work full time. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted. Children know to follow good hygiene routines through the washing of hands after use of the toilet, after messy play and before snacks and meals. Most policies and procedures followed by staff protect children from the spread of illness and risk of cross infection. For example, children are excluded when unwell, staff follow thorough nappy changing procedures and bedding is changed after use. However, staff working with young children under two years do not consistently remove their shoes and do not request visitors to do so. Consequently, the health and hygiene of young children is not fully promoted when crawling and sitting on the carpet. Systems for the administering of medication and recording of accidents are appropriate. Most staff hold a valid first aid certificate and are able to provide appropriate care if a child has an accident.

All children enjoy a varied range of physical activities throughout the day that contributes to their good health and helps them develop control and co-ordination of their bodies. Young children's emerging mobility is supported appropriately by staff through space to practise walking, tunnels to crawl and low-level surfaces on which to pull themselves up and coast-along. Older children enjoy the freedom of individual choice to play in the outside area throughout the day. They confidently manoeuvre trikes and cars around obstacles and each other and climb up and through the climbing frame and slide, and balance on low-level beams. Children develop co-ordination skills when singing action songs such as 'I am riding in a yellow car', move to activity tapes and those in attendance, participate in weekly dance sessions. Staff give thought to ensuring a varied range of equipment is set out each day. On the day of inspection children practise for sports day; they throw Wellington boots, balance hats on their head and bean bags on rackets, run races and jump up, down and forward in sacks. However, the planning of physical play to promote specific skills and extend children based upon what staff know of each child is infrequent. Children generally participate in physical play that does not reflect their identified next steps in learning and as a consequence older more able children are not provided with regular sufficient challenges. Children develop skills to use everyday objects effectively such as knives, forks, paint brushes and pencils. Children are starting to take note of their own bodily changes, putting on coats when cold and drinking water when thirsty. All children are able to rest according to their needs; staff follow sleeping routines for babies and young children consistent with home where appropriate.

Children benefit from a balanced and nutritious diet. Snacks of fresh fruit, raw vegetables and a variety of freshly prepared meals using all organic ingredients promotes children's understanding of a healthy diet. Food tasting activities promotes children's understanding further. Most staff hold a food hygiene certificate, however, some staff involved in the preparation of food are not made fully aware of the regulations relating to food safety and hygiene, consequently children's health is potentially compromised. Children's dietary needs are discussed with parents and taken account of. Older children pour their own drinks of water and milk at snack time or help themselves to water from a drinking fountain throughout the day. Staff regularly offer drinking water to young children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The bright baby room gives young children plenty of space to crawl freely and to participate in a variety of messy play activities at low-level table and chairs. The two main internal play rooms for children over two years are set out with a range of table top activities that interest children on their arrival. The play rooms are planned to promote the six areas of learning. Low-level tables and chairs, surfaces and storage, and some cushioned seating enables children to sit and investigate resources comfortably. Colourful displays of children's work, and some numbers and letters, photographs of visitors and posters offers a welcoming environment. Children have free access to the enclosed outside area at all times; that is set up to encourage self-selection and to extend activities such as painting, construction, small world play and mark making. Children play with an adequate range of toys and equipment that is regularly checked, age appropriate and meets their developmental needs.

Daily monitoring of hazards in all areas used by children and written regularly reviewed risk assessments of the premises identifies and minimises the risks to children and promotes their safety. Security precautions in place, such as a CCTV camera and the collection of children by authorised persons safeguards children. However, an accurate record of children's and staff's times of arrival and departure are not consistently maintained, alongside the record of visitors; consequently, children's safety is compromised. Children develop an understanding of their own personal safety through guidance given by staff and some activities. For example, they are encouraged to help to tidy away toys to prevent tripping, regularly practise evacuation procedures and learn to cross roads safely when on outings. Occasional visitors such as the local policeman provides opportunities for children to discuss who helps them when in danger.

Children are sufficiently protected from harm. Most staff have a secure understanding of the signs and symptoms of child abuse and all staff are clear about their responsibilities and the reporting procedures within the nursery. Parents are informed through a written statement in the introductory brochure.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happily, separate from their carers and settle quickly. Staff working with young children have a sound understanding of how they plan activities and build upon children's interests; effectively using the Birth to three matters framework to develop their understanding of child development. For instance, a cookery activity for young children under two years arises from observations of a child when exploring imaginative play resources. The planned activity focuses on children feeling the texture of flour and margarine and developing a stirring action with spoons and bowls.

Children over two years are encouraged to explore paint using their hands and a variety of tools. They are intrigued by the effects and happily paint their own hands using brushes. Staff support their play by offering a range of words to express how it feels. Activities such as washing and caring for baby dolls encourage an understanding of good hygiene routines and promotes a caring attitude towards others. The bringing together of all children aged two years and above to participate in large group activities such as circle time and songs and stories does not effectively meet their differing developmental needs. Consequently, younger children become restless and distracted whilst older children are not able to concentrate and develop their thoughts and ideas.

Nursery Education

The quality of teaching and learning is satisfactory. Children make satisfactory progress towards the early learning goals. More experienced and knowledgeable staff use open-ended questioning to develop children's thoughts and ideas and are clear as to how children learn. The system for assessing and evaluating children's progress is in transition. More experienced staff give clear direction and role model good practice to less confident and less knowledgeable staff. The system for observing what children know and do is now given high priority. Gaps in observations in areas of learning for all children have been identified. Staff now undertake regular observations however, some staff remain unclear as to how observations link to the areas of learning and stepping stones. Weekly planned activities by experienced staff now reflects the interests of children and the learning intention of activities is clearly identified; however, all observations are not yet evaluated against the stepping stones. Consequently, planned activities do not reflect the next steps for children, do not take account of differentiation and do not consider how more-able children are extended and challenged. Systems are not yet in place to evaluate planned activities.

Children confidently approach unfamiliar adults, discuss their families and sing songs independently in the large group. Less confident children are encouraged to respond to staff when their name is called out at circle time. Children play co-operatively together building 3D models from construction. Children become independent and develop self-care skills. For instance, they request assistance appropriately to take off an apron and to remove a jumper when hot. They are encouraged to help prepare fruit for snack, make independent choices about what and how much they eat, pour their own drinks and clear their own plates away and help to wash them. These activities provide many everyday opportunities for staff to talk about number, shape, size, quantity, and to introduce simple problem solving. These opportunities however, are not used by most staff to consolidate and develop children's mathematical understanding and thinking.

Children use mathematical language in their spontaneous play counting the correct number of fingers for their age and counting fish in the tank. They develop an understanding of sequence and pattern when creating pictures with pegs and piecing together puzzles. Some staff are unclear as to how water play can be used to introduce volume and measurement. Staff leading adult-led activities are clear as the learning intentions for children and capably extend their experiences. Children are interested to try new experiences and eagerly smell and touch shaving foam, they are encouraged to touch and talk about how it feels and to think about what is going to happen when they add different essences and how colours change when different combinations are mixed. Children enjoy opportunities to observe growth, they plant and care for plants such as courgettes, potatoes and strawberries. Less confident staff are unclear as to how to support and extend children's learning when involved with child-initiated play. For example, staff do not engage with children when attempting to use scissors and do not offer any guidance to help children develop their physical skills.

Helping children make a positive contribution

The provision is satisfactory.

Displays of children's own work and opportunities to take the nursery bear on trips promotes children's sense of value and belonging. Flexible settling-in procedures, use of comforters from home and allocation of the child's key workers on the day they attend effectively supports their well-being and sense of security. Children are proud of their achievements, showing the visiting inspector their work on display and models they have made. Children's individual needs

are identified and discussed with parents and other support agencies. Systems in place appropriately support children with learning difficulties and disabilities. Resources such as books, dolls and jigsaws reflect positive images of ethnicity and culture; resources that reflect disability are few. Children develop an understanding of their local community through walks to the shops and library and visits to local places of interest. However, children have few opportunities to participate in regular meaningful activities that promote their understanding of difference and the diversity of the wider world. Children benefit from the positive relationship between parents and staff. Parents are happy with the care given to their children and feel able to approach staff. Parent representatives attend regular parent forum meetings and express the views of others. Parents are provided with written information about the nursery, a communication book about their child's welfare and experiences, regular newsletters and some written policies. This written information however, is not always clear and updated to reflect changes in regulations and practice.

Staff's use of praise and encouragement promotes children's sense of well-being and self-esteem. Children beam with delight when presented with stickers for positive behaviour. Specific planned activities help children develop strategies to make it clear to others about what behaviour is acceptable and unacceptable, and for instance, the importance of helping to tidying toys away. Children's behaviour overall is good. They know what is expected of them, relate well to each other and develop concern for living things, such as the caring of plants and the feeding of the nursery fish. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents are provided with limited initial information about the Foundation Stage curriculum, consequently they are unclear about the areas of learning and how activities help children develop. Staff offer parents the opportunity to discuss their child's overall progress formally at twice yearly meetings alongside informal discussions on a regular basis. Some parents contribute items to support activities. However, parents are not actively involved with their own child's on-going learning.

Organisation

The organisation is satisfactory.

Children are supported by appropriately qualified staff. Systems in place for the recruitment and checking of staff and induction procedures ensure that staff are suitable to work with children. The identification of the nursery's strengths and weaknesses through self-evaluation, employment of staff with specific skills and re-structuring of the nursery management teams, reflects a commitment to improvement. Consequently, pro-active steps are in place to promote and safeguard children's development and welfare. Some progress has been made with regard to the recommendations for improvements since the last welfare and nursery inspections.

The organisation of the play environment overall offers children a range of choices however some specific aspects do not sufficiently support children to effectively practise skills in their play. For example, the current system for the storage of books is not inviting to children, consequently children rarely spontaneously select them, thus limiting opportunities to develop an understanding that print has meaning. Mark making materials such as pencils, pens and a range of paper is not freely accessible in the imaginative play area, consequently children do not practise mark making for a variety of purposes and clearly labelled drawers to encourage self-selection in the outside area do not hold the appropriate contents, thus restricting children's opportunities to make independent choices.

Staff have a satisfactory understanding of the National Standards and through this sufficiently promote children's welfare overall. This is reflected in most aspects of practice, through the settings policies and procedures and appropriate use of most documentation. A breach of regulations however, with regard to the recording of times of arrival and departure of children and staff compromises children's safety. Staff's understanding of good practice to promote hygiene is not consistently reflected in all aspects of care to children and consequently is not fully promoted. Systems in place to ensure written information given to parents is clear and accurately reflects practice are not yet effective.

Leadership and management is satisfactory. The recently appointed management team with responsibility for nursery education is committed to developing staff knowledge and understanding of the Foundation Stage curriculum through role-modelling of good practice, mentoring of staff and internal and external training to provide appropriate nursery education. Systems in place for the monitoring of the programme for nursery education have clearly identified areas of weakness and strategies are in place to address these. Consequently, children make sufficient progress through a curriculum that offers a range of activities and experiences that takes account of the six areas of learning.

The nursery meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last care inspection the provider was requested to make a number of improvements covering aspects of documentation, policy and practice. To complete the operational plan; to develop the equal opportunities policy to show how the nursery will promote equal opportunities, including the provision of appropriate resources; to ensure that parents are informed about the registration status of the nursery, and have a detailed complaints procedure; to ensure that the organisation of the activities allows for a smooth transition from one activity to another, and that there is systematic evaluation of the activities offered, to assist with future planning; to further develop the registration system to include the times of arrival and departure of children; to update the behaviour management policy, to ensure that it makes reference to bullying and is consistently implemented. With special reference to the children attending part time, to review the current routines and ensure that there is time for all children to extend planned activities, and opportunities for them to play and learn independently, initiating their own activities, and exploring freely. With the appointment of new, experienced staff, and in accordance with your usual practice, ensure that 50% of the staff caring for babies have training in this specific area.

Some progress has been made with regard to the recommendations for improvements since the last welfare inspection. Some aspects remain issues and are reflected in this report.

An operational plan is now in place and accessible to parents and staff; the equal opportunities policy has been reviewed to include the provision of appropriate resources, this remains an issue as resources provide few positive images of disability. The certificate of registration is clearly displayed and parents have access to the updated complaints policy in the policies and procedures file. Information in the parents brochure however, has not been updated consequently, all parents are not fully informed of recent regulatory changes. Staff now give children time to complete activities at their own pace rather than as directed by the daily routine. Activities are set out in advance thus allowing children to move from one activity to another. The free-flow of children between the outside and inside areas, offering extended opportunities for play with, for example, mark-making materials and construction has had a

positive impact on children attending part-time by promoting independent play. Systematic evaluation of activities is not yet in place and therefore does not assist with future planning. There is no system in place to ensure that the registration of children's times of arrival and departure are accurately recorded. An anti-bullying policy runs alongside the behaviour management policy that is understood by all staff. Recent changes to staff working with babies means that they have not undertaken specific training to develop their knowledge and understanding. A training course has been identified for autumn 2007 and staff are booked to attend.

At the last nursery education inspection the provider was requested to make a number of improvements; to activity planning, in that the preparation and use of resources ensures that all children are involved and given extended opportunities for creative and imaginative play; to use observations and children's assessments so that gaps in learning are identified and used to inform the next stage in planning; to use opportunities for mathematical activities for simple addition and subtraction and linking numbers to numerals and to display books to encourage self-selection.

Limited progress has been made with regard to the recommendations for improvements since the last nursery inspection and are reflected in this report. Resources are not yet systematically set out in all areas to provide extended opportunities for creative and imaginative play. Active steps have been taken to identify gaps in observation and assessment records, however they are not yet used effectively to inform the next steps in planning. Opportunities for mathematical activities remain limited and the storage and presentation of books remains uninviting to children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required 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 satisfactory.

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 all staff consistently follow good hygiene practices that help prevent cross infection such as the wearing of shoes in the baby unit and ensure that all those involved

in the preparation and handling of food are fully aware of and comply with regulations relating to food safety and hygiene

- give further consideration as how to best meet the differing needs of children in mixed age groups
- ensure that the system for registering children's, staff's and visitors time of arrival and departure is consistently followed
- extend the range of resources that reflect positive images of disability and offer regular meaningful activities that promote children's awareness of the diversity of the wider world [also applies to nursery education]
- ensure that information and policies shared with parents is clear and updated to reflect current practice
- give further consideration as to how the environment is organised so that it is inviting to children and contributes to their learning, through the provision of and lay out of sufficient resources.

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):

- continue to develop staff's knowledge and understanding of the Foundation Stage curriculum so that regular observations clearly identify what children know and do and are linked to the stepping stones
- regularly evaluate children's progress and plan activities that reflect the next steps in their learning; take account of their differing needs, offer challenges that extend more able children and are evaluated
- provide parents with clear information about the Foundation Stage curriculum and develop regular opportunities for them to be involved with their own child's on-going learning.

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