

# Pooh Corner Day Nursery

Inspection report for early years provision

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**Unique Reference Number** 136058  
**Inspection date** 13 September 2007  
**Inspector** Valerie Anne Curotto

**Setting Address** Bethesda Methodist Church, Down Road, Winterbourne Down, Bristol, Avon, BS36 1BN

**Telephone number** 01454 857529

**E-mail**

**Registered person** Ruth Darby

**Type of inspection** Integrated

**Type of care** 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 good. 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?

Pooh Corner Day Nursery is a private nursery for children from birth to five years of age. It was established in 1997 and operates from a church hall in Winterbourne, South Gloucestershire. The provider also runs another nursery locally. Children are generally cared for in two playrooms in the main nursery area which may be accessed by stair lift. Children have access to an enclosed outdoor play area and a ground floor hall is also available for pre-school activities, at different times of the year. The nursery is open from 08.00 to 18.00 hours, Monday to Friday, all year round excluding Bank Holidays. There are currently 32 children on roll, including 11 children receiving nursery education funding. Children attending live locally or have parents who work in the Winterbourne area. Eight staff work with the children, five of whom have appropriate child care qualifications. The setting is registered to care for up to 40 children under eight years, of whom three may be aged over five years.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted as procedures are in place to ensure good practice within the setting. These include effective arrangements for nappy changing, cleaning areas used by children and food preparation in the kitchen. Children enjoy balanced meals and are encouraged to make choices at snack time from an early age. They become familiar with different kinds of fruit and vegetables as young children learn to identify bananas and apples at snack time and enjoy stories about food. Older children are introduced to different foods and tastes during topic work which promotes discussion about healthy eating.

Children benefit from regular access to the outdoor area which promotes their physical development. They play with a variety of equipment in the spacious garden. Younger children confidently climb slides, scramble through tunnels and roll and kick balls to staff and each other.

Children develop consistent hygiene routines as staff supervise young children's handwashing. As a result, older children become increasingly independent and learn to safeguard themselves. Children also develop a good understanding of sun protection as they are reminded to put on sun hats and use their drinking bottles outside. Young children mimic staff as they helpfully try to put sunscreen on each other. Children are encouraged to rest when showing signs of tiredness and have sufficient space in which to sleep. Individual bedding is provided by parents to promote hygiene within the setting.

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

The provision is satisfactory.

Children are familiar with their surroundings and confidently move around the play areas to access toys and equipment. Low level screens in the main playroom are used to separate older and younger children's activities or provide a sleep area after lunch. This enables children of different ages to play safely in varied environments. Babies have a separate room in which they sleep and play with age-appropriate toys laid out for them to access independently or with support. They are appropriately restrained in high chairs for meals and monitored appropriately while sleeping which promotes their wellbeing.

Appropriate procedures are in place to safeguard children, including risk assessments and daily checklists of areas, such as the garden. However, responsibility for some day to day checks are not always clear which results in some inconsistencies. For example, in maintaining sleep records for older children. Children benefit from a wide range of resources which are attractively presented and renewed appropriately when necessary. While formal planning for outdoor and physical play is limited, children have sufficient variety as staff spontaneously introduce different equipment to meet their needs.

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

The provision is good.

Babies find a voice as they express preferences for different toys and interact positively with favourite staff. They confidently investigate their surroundings as they crawl around the room and climb into chairs. They react with pleasure as they engage in bubble play and as staff

introduce them to mobiles. Young children confidently access toys from drawer units and play independently with construction and the sand tray. They enjoy regular opportunities to sing number rhymes and read favourite stories in small groups. Children under three benefit from painting and regular craft activities where they investigate a variety of materials.

There is a strong emphasis on colour and number recognition through regular adult led activities. These are reinforced through spontaneous discussion at snack time and in response to everyday situations. As a result, older children confidently match colours on computer programmes and count the number of children at circle time. Lunch is a social event in small groups, where children exchange news and make choices. A clear picture of younger children's development is maintained in observational records which reflect a sound understanding by staff of the Birth to three matters framework.

## Nursery Education

The quality of teaching and learning is satisfactory. Children's assessments include a combination of regular, written observations across all areas of learning, photographs and worksheets. These indicate they are making sound progress through the Foundation Stage. However, these are not yet incorporated into the current planning system, to impact more fully on individual children's development. Resources are varied appropriately to support all areas of children's learning, with thoughtful linking of books, songs and craft activities at times to reinforce children's learning. In addition, staff spontaneously bring in items from home to provide interest.

Children's personal, social and emotional development is fostered well. Children develop positive relationships and play cooperatively together. They build train tracks and imagine where their trains are going and comment on their speed. While some children readily approach staff for support with puzzles and computer games, others lack more consistent support to sustain their interest in activities and develop new skills. Children develop a good understanding of positional language, shape and size as activities to support these are regularly organised. Children become familiar with everyday technology as they develop computer skills on simple programmes and use telephones in imaginative play. Children develop confidence in communicating with each other and staff at circle time. They develop appropriate language skills as staff listen and respond to their news. They show an interest in books and listen attentively to stories.

The setting is currently undergoing a change to previous planning arrangements. At inspection, only short term planning was available and a system was not yet in place to ensure a balance across all aspects of children's learning. Planned activities under the new system are generally well organised. However, these are limited in number and learning outcomes for the broader range of provision, such as sand, water and physical play are not extensive. Written observations of children indicate a sound understanding of the early learning goals amongst staff and children receive appropriate, spontaneous support. However, activity planning does not routinely take account of individual children's assessments which limits challenge for individual children.

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

The provision is good.

Children are welcomed into the setting and have a sense of belonging. Older children sing the 'hello' song at registration and proudly put completed art work in their individually named drawers. Children learn to recognise their own needs and older children independently put on aprons before painting and tidy up when asked. Children are valued as attentive staff engage them in conversation and show interest in their news. Children's individual needs are met as

staff are familiar with their routines and preferences. For example, older children's sleep routines are maintained at different times of the afternoon.

Children behave well and relate warmly to staff and each other. Babies form close bonds with key staff in their area. Older children proudly wear their stickers for eating well at lunch time. While there are no children with special needs currently attending, key staff attend appropriate training and are familiar with procedures and resources to ensure children are supported. Children develop an understanding of difference as they play with multicultural dolls and playfigures during free play. They are introduced to festivals such as Divali and Chinese New Year through topic work. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Relevant information is gathered from parents about their children as placements begin. This includes health and dietary information and informal, ongoing discussion with parents ensures these continue to be met. Newsletters and noticeboard displays update parents on staffing arrangements and general themes. Ongoing information about Foundation Stage activities is not extensive which limits parent's involvement in their children's learning. However, children's assessment records are readily available and discussed at parents' evenings. Parents comment positively on the care their children receive and the approachability of friendly staff.

## **Organisation**

The organisation is satisfactory.

Children benefit from consistent staff working with age-specific groups, which adds to their security. Children come together at different times of the day which enables brothers and sisters to enjoy each other's company. High staff ratios at present ensure children receive individual attention and that staff breaks are covered effectively. Suitable recruitment procedures are in place to ensure children are safeguarded and staff routinely attend key training, such as first aid and child protection courses to promote children's welfare. Documentation is generally well organised, although some aspects are not consistently maintained and kept up to date, such as noticeboard displays and children's records. A suitable range of policies and procedures are in place to promote children's welfare and support consistency amongst staff. While there are some inconsistencies in practice, these continue to be reviewed appropriately at team meetings and individual staff reviews.

Leadership and management is satisfactory. The setting currently lacks leadership of its nursery education provision due to staff changes. This has impacted to some extent on the content and delivery of planning. While children receive appropriate, spontaneous support from individual staff, staff lack direction at times to more effectively reinforce children's learning. However, the setting is committed to improving provision for children and continues to take appropriate steps to address this. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

One recommendation was made at the last inspection of children's care regarding the updating of various records and information to parents. The setting has made some progress in addressing this. The format for medication records has been improved to promote children's health, although there remain some inconsistencies in the availability of emergency medical consents. Staff attendance records are now improved to provide a more accurate record. While the complaints procedure was extended appropriately, contact details displayed for the regulator (Ofsted) are not up to date.

One recommendation was made at the last inspection of nursery education. Additional resources, such as song books and letter charts have been purchased to promote children's linking of sounds and letters. However, less emphasis is placed on this aspect of learning in planning throughout the year, which limits children's opportunities to extend their skills.

### **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 good. 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):

- Continue to develop policies and procedures to ensure consistency of support for children's care.

#### **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):

- Develop an appropriate planning cycle to ensure all aspects of learning are sufficiently covered and effectively support individual children's development.
- Ensure parents are kept up to date with activity planning to support their understanding of how activities impact on their children's 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)