

Pooh Corner Day Nursery

Inspection report for early years provision

Unique Reference Number	107031
Inspection date	14 November 2007
Inspector	Kay Roberts
Setting Address	46 Lower Redland Road, Redland, Bristol, BS6 6ST
Telephone number	0117 9466178
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Registered person	Time For Work Nurseries Ltd
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.

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 good.

WHAT SORT OF SETTING IS IT?

Pooh Corner Day Nursery was established in 1990. The accommodation is in a large Victorian house in the Redland area of the city of Bristol. The nursery operates all year round, excluding bank holidays, Monday to Friday, from 8.00 to 18.00. The ground floor area is allocated to children aged between two and five years. The lower ground floor provides play, sleep and changing facilities for children under two years. There is a secure rear garden available for the use of all the children. Registration is for a maximum of 41 children under five years and currently there are 80 children on roll, of whom 21 are funded three-year-olds. There are 12 members of staff employed to work directly with the children, all of whom hold early years qualifications. The nursery receives support on the education programme from a Bristol City Council teacher advisor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is actively promoted. On a daily basis, children benefit from going outside in the fresh air. In winter children wrap up warm in coats and hats so they do not get cold. In the summer months sun screen is applied so children do not get burnt. The outdoor play area duplicates the indoor learning environment so children have opportunities for role-play, mark making and listening to stories. Children develop large muscle skills as they run around carrying large cardboard tubes. They use co-ordination as they move around on scooters and peddle tricycles. Younger children throw and pick up balls and push around toy buggies. Opportunities are extended as children regularly walk through the park and use larger equipment. Physical development is also encouraged indoors as children listen to a story which incorporates yoga exercises and join in with action rhymes. Babies develop strength in their legs as adults support their weight as they stand. Babies do not become over tired as they quickly fall asleep as they snuggle into their key worker, who gently rocks them back and forth.

Children play in a clean environment. The risk of infection is reduced as the policy for excluding children who are sick is shared with parents, together with exclusion periods for communicable diseases. Children who are ill within the nursery are made comfortable until their parents or carers are able to collect them. Staff follow hygienic procedures, for example, nappy changing. From a young age children learn the importance of hygiene through the daily routine as they wash their hands before touching food. Pre-school children understand that they must use soap to kill the germs. There are good procedures in place for managing both accidents and medication so that children's welfare is actively promoted.

Babies are offered a drink of water at frequent intervals and older children have free access to water, so they do not get thirsty. Children enjoy healthy, varied meals which are cooked on site from fresh ingredients and do not go hungry as they are offered more. Mealtimes are a social occasion as children chat about the different vegetables they are eating. Regular visits to the farmers' market provides children with an opportunity to begin to understand which foods are healthy to eat and how crops are grown. There is a safe procedure for ensuring that special dietary requirements are met and babies given the correct feed. Babies are emotionally secure in the close relationship with their key worker as they take their bottle of milk.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a secure environment and know that they should not follow adults to the door, so they do not leave unnoticed. There are safe systems in place so that children are only released to authorised adults and protected from people who have not been vetted. Staff are well aware of the local safeguarding procedures for which they have 'in-house' training on an annual basis. The risk of an accident is minimised as both accident records and the detailed risk assessment are regularly reviewed. The high adult to child ratio and appropriate deployment of staff also reduces the risk of an accident, both within the nursery and on outings. Children begin to understand how to keep themselves safe and know that they must be careful when handling woodwork tools. In the event of a fire children know how to evacuate the premises safely as they practise the drill regularly.

Children relax as they receive a warm greeting from staff. The environment is welcoming with well presented displays of art work and children's photographs. In the rooms for younger children nursery rhymes play quietly in the background. Opportunities for independence are maximised as everything is placed at child height, for example, toilet facilities and coat hooks. A range of bright, colourful, clean, safe toys are placed on the floor within reach of babies. The good range of resources for children over two years are placed in boxes which are clearly labelled with pictures and words so that children make informed decisions about what they play with. Rooms are organised so that children have space for relaxation, play and physical activity. Children also benefit in having access to outdoor play which can accommodate babies and children of all ages being outdoors at the same time, rather than using the space on a rota basis.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children are happy and settled. Babies are gradually introduced to the nursery environment and daily routines by their key worker, with whom they develop a warm relationship. Communication is well promoted through the gentle interaction between staff and young children. Babies begin to vocalise and turn their heads when their name is called. Young children copy the words of adults and are able to name small toy animals. They do not become frustrated as they are able to express themselves by signing. Babies listen with interest and watch the actions of staff as they sing nursery rhymes, such as, 'Incy, Wincy, Spider', and as children grow they begin to copy the actions. By the age of two years children join in with some of the words and afterwards applaud their achievements. They relax as they listen with interest to a number of stories, such as 'Owl Babies'. Babies are social and seek eye contact and watch what other children are doing. By the age of two years children are developing friendships and hug each other.

Physical skills are developed as babies stretch to reach a toy. Babies and young children develop hand-eye co-ordination as they pick up small toys and try to fit wooden shapes into a shape sorter. Young children are keen to explore the items in the treasure basket by mouthing. Some young children begin to develop some understanding of size as they try to fit one object inside another. They have an awareness of tools as they bang one item against another. Other children try to take items apart. Young children copy what adults do and try to brush their hair with a nail brush. Babies and young children are alert to their senses as they feel a range of different textures. Two year olds enjoy squeezing and pulling play dough apart and feel the pattern which a small wheel has left.

Babies and young children are motivated to learn as staff follow through on their interests and regularly change the age appropriate toys. Staff have a good understanding of Birth to three matters which they use to regularly monitor progress. They offer a wide range of fun activities, such as, wellington boot and face painting, but for children under two years these are sometimes not recorded.

Nursery Education

The quality of teaching and learning is good. All staff involved in providing nursery education are qualified and experienced in the Foundation Stage so that they know how to encourage learning, which is facilitated in part by the high adult to child ratio. Staff have an effective planning cycle based on children's level of development and follow through on their interests so that they are enthusiastic and motivated to learn. For example, when one child expressed

an interest in cooking, a visit was organised to the local bakers where they watched cakes being made. This was then followed through by children making cakes in the nursery, which encompassed all areas of learning. Staff ask questions to make children think and more able children confidently use problem solving skills in every day activities. There are many good opportunities provided so children are independent, but at mealtimes children are not.

Children are social and use their imagination as they play alongside others engaged in the same theme. They have good communication skills and use talk to clarify thinking. Staff bring stories alive so that children listen intently to every word. Children join in with action rhymes and as they participate in 'Five Brown Buns from the Baker's Shop' begin to understand the concept of subtraction. Some children sing to themselves and more able children pretend to read stories as they look at the pictures in books. Children understand that print has meaning as staff show them the recipe for the cakes they will make and know that in order to be successful they must follow the required sequence. More able children are able to sound letters of the alphabet and write their name. Children use pencil control to paint pictures and ensure that they keep the colours separate, but cover the whole of the paper.

Children demonstrate a good knowledge and understanding of the world as they talk about floods and the tide coming in. More able children are aware of information and communication technology and know how to operate simple computer programmes. Children are beginning to name different wood working tools and to use them safely. Children estimate how wide the vice must be to fit in a piece of wood and measure nails against pieces of wood to ensure they are long enough to join two pieces together. Afterwards they show good concentration as they decorate their creation by drawing many neatly drawn circles, each one containing a small cross. Proud of their achievements, children show staff what they have made.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They are confident as staff praise each achievement and know they are all valued and included. Children's additional needs are met by working in close partnership with parents and other professionals. Individual needs are met through an effective key worker system, planning which focuses on children's interests and good communication with parents. Children are very well behaved and able to take turns. The few minor disputes between children are quickly and sensitively managed. Children are respectful of others and are quiet as they go past the baby unit to outdoor play, so that sleeping babies are not disturbed. From a young age children learn social etiquette as they sign 'please' and 'thank you'. They show respect for their environment by helping to tidy away toys. Children learn to appreciate difference as they follow the positive example of staff and freely access a range of good quality resources reflecting positive images of diversity. Children learn that there are other cultures as they taste food from other countries and participate in planned activities at the time of festivals. For example, children make clay candle holders at Diwali.

Children have a good knowledge of the local community as they go on frequent outings to many local businesses, such as, hairdressers, garage and bakers. As they look at photographs of local landmarks children describe the places and explain that maps show how to travel from one place to another. Children learn to have respect for nature as they visit Bristol Zoo and, receive visits from Ralph the rat and a tortoise. They are able to explain what animals eat and that some animals hibernate. An understanding of life cycles is developed as children observe tadpoles change into frogs and plant a number of seeds and watch them grow.

The partnership with parents is good. Parents are verbally updated about their children and via white boards which detail the days activities. Twice a year there is a formal meeting between parent and key worker to discuss children's progress. At these meetings each parent wears a name sticker so that they can identify their child's friends' parents. Children's education is enhanced as parents come into the nursery to share their skills for example their religious beliefs and accompany children on walks. Parents are aware of practices via the well presented prospectus and information pack they receive when their children commence at nursery, as well as informative newsletters. Staff are proactive in seeking parents views, which are respected and acted upon to improve practice.

Organisation

The organisation is good.

The provider meets the needs of the range of children for whom they provide. Rigorous recruitment procedures ensure staff are suitable to work with children. Ongoing suitability is checked via monthly meetings with the manager, who is suitably qualified. The staff team are clear about their remit as there is a thorough induction programme, regular meetings, 'in-house' training and regularly reviewing policies as a group. Keen to extend practice staff have undertaken much training since the last inspection on Birth to three matters and the Foundation Stage. The high adult to child ratio enables staff to take time away from the children on a weekly basis so that they can plan meaningful activities. There is an effective key worker system and children receive a good level of support. Children are actively occupied at all times, as during potential waiting periods staff engage children in singing nursery rhymes. Children are happy, settled and make good progress in all areas of learning. Staff provide a welcoming environment where children have space for relaxation, play and physical activity. Well organised paperwork is confidentially maintained and where appropriate shared with parents. Documentation complies with both regulatory requirements and the National Standards so that children's health, safety and welfare are actively promoted.

Leadership and management are good. The manager is enthusiastic about his work and knows how to motivate the staff team. Aware of weaknesses within the education programme, the manager has sought to address this by planning specific activities to help children learn about other cultures as this was not a subject area in which children expressed an interest. Whilst studying for the Foundation Degree he has developed a good understanding of how children learn and has used this to improve practice by focussing on individual children's interests for planning rather than topics. Future plans include seeking information from parents on children's interests at home, so that these can be incorporated into the education programme.

Improvements since the last inspection

At the last care inspection there was one recommendation which required the provider to further develop an assessment system for children under three years. Since this time staff have implemented Birth to three matters and are effectively using this to monitor children's progress. Similarly the last education inspection also related to the development of an assessment system, but for children over three years. This has been successfully achieved using Bristol City Council's Foundation Stage document.

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.

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The quality and standards of the nursery education are good.

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 planning for children under 2 years

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):

- provide children with more opportunities to develop their independence by reviewing the organisation of meal times

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