

Abbeywood Tots Day Nursery

Inspection report for early years provision

Unique reference number	EY290271
Inspection date	13/11/2008
Inspector	Dawn Biggers
Setting address	1 College Way, Filton, BRISTOL, BS34 7BH
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Abbeywood Tots was established as a private day nursery in 1997. It is now one of three nurseries in a group and was previously based in the south site campus of Filton College, Bristol. In August 2004 the nursery was relocated to its current position in a new three storey, purpose built brick building, on the edge of Filton College south site campus. Many of the children attending the nursery have parents who work at the college or are students, whilst others live locally. A maximum of 108 children under eight years attend the setting at any one time. The nursery is open each week day from 07.00 hours to 19.00 hours, all year round. There is a secure outdoor play space to which children have access. In addition to nursery provision, it also offers before and after school provision and holiday playschemes for children of school age. On occasions the nursery operates a crèche to tie in with specific courses being offered at the college. Overnight care is offered on a fortnightly basis on a Friday, to children who attend the nursery.

There are currently 120 children on roll who are within the early years age group. A number of them attend the pre-school school during term-time. The nursery also offers care to children aged over five years to 11 years. This provision is registered on the Early Years register and on the voluntary and compulsory parts of the Childcare Register. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 24 staff and 19 of these, including the manager hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children generally make good progress in their learning and development as the needs of children are met well as the strong focus of activities is planned from their interests. Effective links with parents and carers and wider contexts of partnerships lead to the good exchange of information. Therefore, good liaison with other professionals supports children through assessment and review processes and contributes to their overall good progress. Inclusive practice ensures children's backgrounds and individual needs are met well, for instance when English is not their first language, staff use key words, phrases and picture clues. Clear evaluation systems identify key strengths and areas for improvement and effective steps have begun to be taken towards developing the overall practice, which has included regular training opportunities.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems to ensure all staff consistently record observations linked to children's learning and progress
- continue to monitor staff practice, in relation to their assessment records.

The leadership and management of the early years provision

Robust systems are in place to check the suitability of staff and appropriate guidance is sought, particularly when sensitive situations arise. As a result children are safeguarded. A well qualified staff team have a broad range of skills and abilities to contribute to the effective development of practice and to the good range of learning opportunities provided. This is enhanced further by the well equipped environment, with a good variety of easily visible and accessible resources. Policies and procedures are effectively implemented and reviewed and therefore, meet the welfare requirements and contribute to the operation of the nursery. Staff ensure children are safe through their good knowledge of safeguarding procedures, such as child protection, administering medication and recording accidents. Their visual daily checks include written risk assessments of the premises and for outings, alongside very good security systems which ensure children's safety is promoted well.

The setting consistently uses self-evaluation to identify areas for improvement and to develop practice, and staff, children and parents have been included in this alongside guidance and support from the lead teacher. However, staff monitoring and assessment processes have been less well overseen when contributing to the development of further good practices.

Parents are well informed about children's welfare and achievements through daily discussion, access to their own child's profile and excellent information displayed and accessible within the setting. Children's individual needs are met well from the start, as information is gathered about their interests, routines and some elements of their development. Parents are included in their learning through daily discussion and the good opportunities provided. These encourage their involvement, feedback and awareness, for instance in groups, such as dads, a parents' forum, information evenings and through the communication books.

The quality and standards of the early years provision

Staff's generally good understanding of the Early Years Foundation Stage (EYFS) enables them to confidently support children's learning and development across each area. Therefore they make good progress. Planning clearly reflects the learning intention, alongside systems to evaluate and support children's next steps. Staff challenge children's learning further, although observations within the team key persons system have not always been implemented consistently by all the staff whilst monitoring children's clear progress.

Children strongly benefit from the stimulating, welcoming and thoughtfully presented environment that values and displays their work, meaningful posters and many opportunities to support all areas of their learning. Therefore, children feel included and freely access the good array of activities, such as the transport and animals pictures on the low-level velcro boards. They are observant and interested, for instance in the displayed multicultural books. They make choices from many high

quality resources displayed accessibly and labelled. They develop good independence, for instance problem solving how to empty the excess of food on their plate into a bowl. Babies feel the textures of the different materials, such as the shiny paper, a fan and play peek-a-boo with the material with an adult and use many pleasurable vocal sounds and gestures. Younger children use some words, such as 'fish' whilst discovering where the puzzle piece fits, with good staff support. Adult-led activities engage children's interests well and provide challenging experiences with good use made of open ended questions to prompt children's language and learning. Therefore, children smell, touch and taste various vegetables and use their language well to describe their sensory experiences saying 'it's scrunchy and hard'. This is then extended further to enable children to explore marks and patterns whilst using the vegetables in a painting activity. Outdoors, children frequently use numbers, for instance they count the apples in the shop and engage in imaginative play and exploration. For example, they discover the container has collected rain water and tell you where this has come from. They experiment by filling this further with the water from the puddle and joyfully share their achievements. Children are inquisitive, they explore the good opportunities for ICT and play items representing everyday technology, such as the binoculars, disposable camera and tape measure, which help children develop skills for the future.

Positive relationships are established throughout the nursery by caring staff. Frequent praise and recognition for children's achievements promotes their self-esteem well. For example, the 'sunshine board' displays their successes and the group claps these as they are read out. Further reinforcement is implemented by sticker rewards. Children are generally happy and make decisions during free-flow play enabling them to use the indoor and outdoor areas well. Planned and unplanned opportunities challenge and support their co-ordination and development well, such as music and movement and use of the outdoor bikes and good range of equipment.

Staff promote the good health and safety of children. Therefore children follow good hygiene routines and develop a clear understanding of healthy choices at snack and lunch time. Meals are prepared from organic produce and there are activities introducing foods from around the world. Visits to the allotment support their knowledge and understanding of how things grow, as they participate in this, cook and try many different healthy foods. Sensible steps are taken to protect children from the spread of infection, such as when changing nappies and using individual flannels. Children have a safe secure environment in which to play. Effective key entry systems and CCTV screens, alongside regular fire drills and simple explanation during activities, supports children's safety and awareness well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.