

# 100 Acre Wood Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY299365
<b>Inspection date</b>	11/11/2008
<b>Inspector</b>	Samantha Powis / Karen Elizabeth Screen
<b>Setting address</b>	149 Church Road, Frampton Cotterell, Bristol, Avon, BS36 2JX
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<b>Type of setting</b>	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 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).

## Description of the setting

100 Acre Wood Day Nursery is a privately owned establishment which opened in 1999. It has been under the current management since November 2004. It is one of four nurseries in the area under the same ownership. The nursery operates from a semi-detached property in the village of Frampton Cotterell, South Gloucestershire. Children have use of three play areas on the ground floor and two rooms on the first floor. There is a fully enclosed rear garden for outdoor play.

The nursery is registered on the Early Years Register to provide care for up to 40 children. The nursery is open all year round from 07.30 to 18.00. There are currently 72 children on roll, 21 of these receive funding for nursery education.

The nursery is managed by a qualified nursery nurse. She is supported by a team of 12 staff, all of whom hold or are working towards a relevant childcare qualification. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

The nursery has a sound awareness of children's individual care needs and establishes good links with parents which helps to ensure that children are happy, feel settled and are developing a sense of belonging. Children throughout the nursery are provided with an adequate range of activities, at times these do not fully extend their learning and development. Younger children's routines are respected to promote their welfare, though, the organisation of some sessions sometimes leads to children not being fully included. Children's health is promoted well throughout the nursery, sufficient steps are not always taken in a timely way to support safety. Adequate systems are in place to monitor and evaluate strengths and areas for development within the setting, allowing staff to make some improvements to better support children's needs.

## What steps need to be taken to improve provision further?

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

- ensure the organisation of the sessions and routines fully supports all children in their learning and development
- provide children with an increased range of interesting and challenging activities, which are based on children's interests and the observation and assessment of their development
- develop risk assessment procedures to ensure they are thorough and used to minimise risks to children.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate record of the times of children's attendance. (Documentation)

12/11/2008

## **The leadership and management of the early years provision**

The nursery have a range of policies which are regularly reviewed to help to support the staff team in meeting children's needs. Staff meet to discuss these and parents are invited to make comments to ensure they reflect the views of all those working within or using the nursery. Records and procedures are used well to support children's health. Most staff are first aid trained and all staff follow good procedures to minimise the risk of cross infection. Children benefit from being provided with freshly prepared nutritious meals, which meet their individual dietary requirements. Risk assessments are not always sufficiently thorough to ensure that all hazards are addressed in a timely way. For example, a damaged gate in the garden has been identified as a risk though not repaired immediately. The daily register is not always used as an accurate record of children's attendance as it is not consistently completed, this compromises children's safety in the event of an emergency.

Staff receive an induction and are involved in ongoing appraisals to support them in their role. They are actively encouraged to attend training to increase their own skills to better support children's needs. Staffing arrangements and recruitment procedures mean that children are always well supervised by qualified staff members, who have undergone appropriate checks to establish their suitability. There have been recent changes in staffing arrangements, which means that some are still establishing a full understanding of their individual roles and responsibilities within the new areas. Recommendations raised at the last inspection continue to be areas for development for the nursery.

Good partnerships are established with parents and carers with effective systems in place to enable useful communication, this helps key persons to understand children's care needs well. Parents' comments and opinions are valued and they are provided with information about the Early Years Foundation Stage to help them understand how the activities children are involved in supports their learning. Links are made with other providers working with the children to help promote consistency.

## **The quality and standards of the early years provision**

Children are offered an adequate range of activities and resources. Staff supervise the children well and are caring and generally attentive to their welfare needs. The organisation of the day sometimes means that children have to wait for long periods. For example, pre-school children sit for an hour overall participating in adult led activities such as show and tell time and registration. When they are later able to choose what they wish to play with they are limited in their choice as insufficient numbers of staff are available at that time to allow them to access all areas. Lunch time arrangements do not always meet younger children's needs or help them to feel included. Some become bored and unsettled as they have to wait for others to finish being fed before they can enjoy their dessert. The new systems

for observation and planning are not yet fully effective.

Children enjoy using the outdoor area. They climb the steps to the top of the slide with increasing confidence and use the bikes to move forwards and backwards. Staff interact with the children as they play, but they don't always consider the potential learning opportunities within this area to further maximise children's interest and development. Pre-school children are beginning to recognise their own names and familiar letters and sounds. Mark making areas are available, however, use of these areas is sometimes limited. Children use numbers with increasing confidence, and start to understand number value as they consider and compare the numbers of boys and girls present. Each child is welcomed individually, making them feel important within the group. Older children are sometimes involved in decision making, for example, they choose how much lunch they would like and contribute towards the planning of new wall displays, increasing their confidence and self esteem.

Younger children enjoy making play dough, however, as there is only one bowl some children have to wait for their turn, therefore not benefiting fully from the activity. Some children have a go at painting, using tools such as sponges, brushes and their hands to explore the texture and colour of the paint. Children benefit as the staff know their individual care needs and routines well. Babies are held comfortably by a familiar member of staff as they are fed, clearly enjoying the contact they receive. Children are learning about staying safe as they practise the emergency evacuation procedure. They are taught about road safety as they explore the local environment on outings and walks. Children are very polite, which is encouraged as staff praise them and act as good role models. Secure relationships are established between the children and the adults who work with them. Staff are consistent with their expectations, which supports children in understanding right from wrong.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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