



100 Acre Wood Day Nursery

Inspection report for early years provision

Unique Reference Number	EY299365
Inspection date	09 November 2005
Inspector	Valerie Anne Curotto
Setting Address	149 Church Road, Frampton Cotterell, Bristol, Avon, BS36 2JX
Telephone number	01454 772117
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Registered person	Lisa Marie Woodman
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?

100 Acre Wood Day Nursery, is a privately owned establishment which opened in 1999. It has been under the current management since November 2004. The nursery operates from a semi-detached property in the village of Frampton Cotterell, South Gloucestershire. Up to 26 children aged 3 months to 5 years are cared for in age-related groups. Babies and children under 2 years are located on the first floor. They have use of 3 play areas and a separate sleeping room. Children aged 2 to 5

years are accommodated in 2 rooms on the ground floor which also includes an additional craft room, kitchen and office. Children's meals are prepared on the premises each day. There is a fully enclosed rear garden which is suitable for outdoor play.

The nursery is open all year round, from 07.30 to 18.00 hours. There are 54 children on roll, including 18 who receive funding for nursery education. The staff team of 7 include 5 who hold a relevant child care qualification and another is currently training. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

A wide range of policies and procedures are in place to promote children's health and wellbeing. Daily routines give staff clear responsibilities and ensure areas used by children are clean and hygienic. Babies are protected by good routines for nappy changing and older children confidently undertake hand washing, independently. Children learn how to keep their bodies healthy as a regular part of topic work and when using resources, such as dental equipment.

Children benefit from well balanced, nutritious meals and snacks. The varied menu ensures the majority of children enjoy meals and eat well. Their individual health and dietary needs are met by staff who take care to obtain appropriate information from parents and maintain accurate records. Young children are able to rest and sleep in comfortable surroundings and quiet periods are built into the day for older children. Children eagerly use a range of equipment outdoors which supports their physical development. Older children have regular opportunities to develop individual skills, when balancing on stilts and to play ring games together, such as 'Farmer's Den'. Babies and young children investigate play tunnels and enjoy crawling through tents in the play room.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted by an effective range of procedures which all staff are familiar with. These include entry systems and use of the visitors book. A system of daily and weekly checks are undertaken by staff, which ensures equipment and areas used by children are safe. The use of stair gates to prevent children's unsupervised access to hazardous areas is maintained well; there are prominent signs reinforcing their use to staff and parents. Routines are in place to ensure sleeping children are monitored effectively. Older children safely negotiate their way around their surroundings and are familiar with rules to protect themselves when playing outside. They become aware of their own safety; announcing 'I've got a spillage', to ensure spilt water at lunch time is quickly mopped up by staff. Risk assessments for outings are well considered and there are comprehensive

evacuation procedures to protect children. Staff's knowledge and understanding of first aid and child protection further safeguards children.

Helping children achieve well and enjoy what they do

The provision is good.

Children appear happy and secure, familiar with key staff and daily routines. Activities are planned well across the nursery for all three age-groups, linked through similar themes. The baby unit offers a calm but stimulating environment, where babies and young children enjoy a number of sensory activities. Babies show a variety of reactions when playing with green spaghetti as they experience new sensations. They respond to sound and movement as they investigate different objects on the floor. Children aged two to three years, regularly enjoy singing action rhymes, having stories and experimenting, using paints and sand. They develop jumping and climbing skills, supported by staff, using outdoor equipment. Staff have begun to use the 'Birth to Three Matters' framework for younger children's assessments. This, with information from parents, supports their planning for individual children.

Nursery Education

The quality of teaching and learning is satisfactory. Children benefit from a broad and generally balanced curriculum, which is thoughtfully planned. This ensures interesting activities are systematically provided within all six areas of learning; although planning for aspects of children's physical development is less consistent. Themed topics and good use of outside resources, such as visits from zoo creatures, provide ongoing interest and challenge. Staff support children's learning well, showing a good understanding of how activities impact on children's development. Children are grouped effectively which provides them with individual attention and security in a small group. This allows staff to be responsive to children's interests and to reinforce ideas introduced at other times. Resources are organised well to promote children's independent access, within the constraints of the converted house. Staff are developing confidence in the use of children's assessments, although the frequency and quality of entries are not yet consistent across the staff group.

Children's personal, social and emotional development is fostered very well. They become independent in self care with staff encouragement and support. They are polite and cooperative with each other and have a clear understanding of staff expectations of their behaviour. Children show an appreciation of books and listen attentively to stories. They learn that print carries meaning through a wide range of attractive and meaningful labels around the setting. They enjoy sharing news and chattering informally at circle time. Children's mathematical development is encouraged as they confidently sing favourite number songs. They enjoy opportunities to count during structured dice games and spontaneous activities, such as putting spots on a ladybird frieze. They develop an understanding of weight, shape and positional language through well planned activities and supported free play.

Resources and themed activities support children's knowledge and understanding of the world around them. They confidently use computers, and show interest in

everyday technology. They benefit from regular opportunities to investigate materials when cooking and making their own play-dough. Children's creative development is fostered well through daily craft activities, stories and music. They develop their own spontaneous role play and tell imaginative tales to interested staff. Children develop manipulative skills using scissors and small tools. They carefully balance cutlery on a plate as they walk across the dining room to clear their table. They confidently undertake a range of movement in the garden as they climb, slide and scramble on apparatus. However planning for children's outdoor play is not consistent; for example, opportunities for running and chasing are not routinely planned.

Helping children make a positive contribution

The provision is good.

The setting provides children and their families with a welcoming and friendly atmosphere. Children are valued and displays of their colourful art work, 'writing' and photographs, nurture their sense of belonging and self esteem. Children's needs are considered well and individual routines in the baby unit, such as sleeping, are recorded effectively and shared with parents. Children behave well as staff reinforce desired behaviour with praise and gently remind them of appropriate expectations. They are helpful and show consideration for others.

Children learn to appreciate cultural diversity as they use resources from different parts of the world, such as musical instruments. They find out about a range of festivals and celebrations in fun ways; such as role playing a staff member's wedding. They discover the natural world around them during topic work and shriek with delight as a rabbit jumps from its run in the garden. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. A range of information about their children's care is available to parents, in attractive notice board displays and a regular newsletter. This includes themes and activities, with meaningful links to the early learning goals and the 'Birth to Three Matters' framework. Feedback is actively sought from parents to involve them in the setting. Information about children's development is shared effectively through informal discussion, daily feedback sheets and parents evenings.

Organisation

The organisation is good.

A comprehensive range of policies and procedures support children's care and promote good practice within the setting. The small staff team provide continuity of care and security for children, and staff are familiar with children's needs. The setting, while not purpose built, is organised to ensure children play in comfortable, well-resourced rooms. Available space is used effectively to accommodate children of different age groups and provide a wide variety of activities. However there are occasional lapses in providing practical support for staff caring for children on the first floor. Documentation is generally well organised and continues to be updated and reviewed.

Leadership and management is good. The owner and manager share clear aims and objectives. They are both involved in daily activities in the setting, supporting staff and monitoring the provision. Regular team meetings promote consistency within the experienced staff team and new staff receive appropriate induction. Ongoing staff training and appraisal ensures staff are motivated and that children benefit from their developing skills. Provision for nursery education continues to develop as staff gain confidence in the use of assessment and planning. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

The provision 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. Concerns were raised on 3 February 2005 under National Standard 1 (Suitable Person), that there were insufficient staff in areas of the nursery. An Ofsted inspector made an unannounced visit to the nursery and found this Standard was being met. However a recommendation was made under Standard 1 regarding notifying Ofsted of staff changes, which has been met. A recommendation under Standard 2 (Organisation), was also made regarding registration arrangements. Appropriate adjustments have been made to record keeping, although some minor inconsistencies still occur. The registered person remains qualified for registration.

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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 monitor the effectiveness of arrangements for supporting the care of children on the first floor

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):

- consolidate planning and the use of children's assessment records, to further enhance provision for children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk