



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY221445

DfES Number:

### INSPECTION DETAILS

Inspection Date 17/01/2005  
Inspector Name Sue Vernon

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Abbeywood Tots Day Nursery  
Setting Address Stockwood Lane  
Bristol  
BS14 8SJ

### REGISTERED PROVIDER DETAILS

Name The partnership of Amanda Fry, Ian Fry and Michael Williams

### ORGANISATION DETAILS

Name Amanda Fry, Ian Fry and Michael Williams  
Address Abbeywood Tots  
97 Station Road, Filton  
Bristol  
BS34 7JT

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Abbeywood Tots Day Nursery was registered in February 2002. The registration holders have two other nurseries, one at Filton College and one in Station Road, Filton. The nursery serves the local community. The single storey nursery is situated within the premises of Stockwood Green Primary School. Children attending the nursery do not have contact with children at the primary school other than visits to share events. Children attend the nursery for a variety of sessions.

The nursery is registered to take funded three and four year olds and there are currently 24 funded children on role. The nursery currently supports children with special educational needs. There are currently no children attending who have English as an additional language.

There are 11 staff working with the children, eight of whom work full time. All but two of the staff have early years qualifications.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

The nursery accommodation consists of a baby unit, two main play rooms and a staff room/kitchen area and laundry facilities. There are four child sized toilets and wash hand basins available for pre-school children. Children have access to an enclosed outside play space.

The nursery opens from 07.30 to 18.00 Monday to Friday, throughout the year.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Abbeywood Tots Day Nursery provides a bright environment where children are receiving generally good quality nursery education. Children are making generally good progress in all six areas of learning.

The quality of teaching is generally good. Staff are motivated, enthusiastic and act as good role models. They use their knowledge of the early learning goals to plan activities that children enjoy. Their relationships with the children are effective in promoting self-esteem and helping children behave well and achieve. Gaps in preparation of resources sometimes limits the challenge for all children. Staff are skilful in the use of open questions to promote children's thinking and learning. Observations and assessments are used to record children's progress through the stepping stones but these are not used clearly to plan the next stage of learning. The system to support children with special educational needs works well.

Leadership and management is generally good. The commitment to the continuing improvement of the education provision for children is shown through staff appraisals and training. Clear policies and routines are in place and the key worker system helps staff get to know the children well. Assessments are used to record children's progress but the system is not always effective in monitoring gaps in learning.

Partnership with parents is generally good. Information on the early learning goals is given to parents on starting. Communication about activities is clear and keeps parents informed about the setting and any changes to the learning provision. Parents appreciate regular feedback from key workers and know progress records are kept and available to see, though they are not clear as to their full purpose.

### What is being done well?

- Children with special educational needs receive good support. Staff have attended training and are able to work closely both with parents and other professionals to support and monitor progress. Staff enable inclusion in the activities to promote enjoyment and learning.
- Parents receive good information about the learning programme as their child starts and this continues through displays, meetings and feedback from their child's key worker. Parents feel they are kept informed of their child's progress with both informal exchanges and booked discussions.
- Children are confident and keen to respond in activities. They behave well and are learning to be supportive of each other.
- Staff have good skills and use open questioning well to prompt children's thinking, learning and enjoyment of their play activities.

**What needs to be improved?**

- activity planning, and the preparation and use of resources to ensure all children are involved and given extended opportunities for creative and imaginative play
- the use of observations and childrens' assessments so that gaps in learning are identified and used to inform next stage planning
- opportunities for mathematical activities for simple addition and subtraction and linking numbers to numerals
- the display of books to encourage self-selection.

**What has improved since the last inspection?**

Not applicable as this was the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing self confidence and their self-esteem is built by staff who give praise for efforts as well as achievements. Children enjoy contributing during stories and songs. Children behave well and build good relationships with staff and each other. They are encouraged to share, take turns and be considerate. They have opportunities to develop independence within the daily routine but some opportunities to extend this are missed.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are encouraged to use language to describe their ideas and feelings and respond to stories and singing rhymes. They are starting to recognise letters and their names and make some links between sounds and letters. Mark marking is offered in a variety of play activities and the value of print is shown in labels around the nursery. Children enjoy sharing books with staff but the book display sometimes limits self-selection.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Counting opportunities are offered within the routine and some children are counting up to ten and beyond though opportunities to re-inforce numbers and numerals are missed. Children are using simple mathematical language in play activities and are developing awareness of shapes. They know the pattern of the daily routine and practice matching patterns with suitable resources. Opportunities in play or routine activities for simple addition and subtraction are sometimes missed.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities help children notice and explore changes such as melting jelly, mixing paint powder and water. They notice their environment through outings to the local area and have opportunities to explore the natural world, although these are not consistently offered throughout the year. Children are model making with recycled tubes and boxes and construction sets in set sessions. Topics help them develop an understanding of different cultures and festivals.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are offered regular opportunities to develop their movement skills such as climbing and balancing with both outdoor units and indoor obstacle courses. They show good awareness of each other's space when enjoying action songs, sitting and moving around the rooms. Topics help them learn about healthy eating. Children are offered a variety of tools to develop their dexterity such as pencils, scissors though close support in using them is sometimes inconsistent.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children respond to a variety of experiences using their senses and communicate their feelings and ideas through music and action songs. They enjoy expressing their imagination in a variety of role play opportunities such as post office and home play. Different textures and mediums such as paint, wood shavings, foam and dough help children express their imagination, though routines and the display of resources sometimes limits opportunities for engrossing creative and imaginative play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- strengthen activity planning and the preparation and use of resources to ensure all children are challenged and involved, with extended opportunities for creative and imaginative play
- strengthen the use of profiles to monitor gaps in learning and link into next stage planning
- extend the opportunities for mathematical activities involving simple addition, subtraction and linking numbers to numerals.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*