



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 107031

DfES Number: 522306

INSPECTION DETAILS

Inspection Date 02/10/2003
Inspector Name Flo Griffin-Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Pooh Corner Day Nursery
Setting Address 46 Lower Redland Road
Redland
Bristol
BS6 6ST

REGISTERED PROVIDER DETAILS

Name Time For Work Nurseries Ltd 2428546

ORGANISATION DETAILS

Name Time For Work Nurseries Ltd
Address 46 Lower Redland Road
Redland
Bristol
BS6 6ST

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

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 8am to 6pm.

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 2 years. There is a secure rear garden available for the use of all the children.

Registration is for a maximum of 41 children, of whom there may be no more than 13 children under two years. There are currently 17 three-year-olds and one four-year-old in receipt of funding. At present there are no funded children with English as an additional language. There is provision for children with special educational needs.

There are 14 members of staff employed to work directly with the children. Nine of these hold early years qualifications, one is a trained teacher, and two have NVQ level 2 certificates. Two staff are also undertaking NVQ Level 3 training.

The nursery receives support from the Early Years Development and Child Care Partnership.

How good is the Day Care?

Pooh Corner Day Nursery provides good quality care for children.

The nursery is well organised, managed and structured. It provides a warm and welcoming environment where children are happy and secure. Most staff hold early years qualifications, and are very experienced in this field. They work together well as a team, and are committed to providing good quality care and education. They make appropriate use of the management support and training opportunities on offer, to improve their practice and provision.

Record keeping is good. All documentation is complete and well presented.

Children are well cared for by the staff, who are sensitive and responsive to their needs. Staff are consistent in approach, and give positive praise and encouragement. Behaviour is good. Staff have a sound knowledge of children's developmental learning requirements. Activities are planned well and individual needs taken into account. Assessments are completed, and progress carefully monitored. The different themes are clearly linked to reinforce the learning. However, the assessments are insufficiently detailed. An extensive range of resources and equipment is available to the children, offering challenge, interest and stimulation.

Safety is given a high priority, and staff conscientiously follow the good procedures in place to keep children safe. Regular risk assessments and fire drills are undertaken. There is a high standard of cleanliness, and children are encouraged to follow hygienic practices. Food is freshly prepared and children are given healthy and nutritious meals and snacks. Individual dietary needs are respected.

There is a good, effective partnership with parents and carers, who express confidence in the care given to their children. Staff keep them well informed about activities and of their children's progress.

What has improved since the last inspection?

At the last inspection there were a number of actions raised, all of which have been satisfactorily addressed.

Vetting procedures for all staff have been undertaken. The arrival and departure times of children are recorded. An operational plan has been developed. Most staff in the baby unit have undertaken an advanced practice in working with babies training course. A written comprehensive risk assessment on the premises has been completed. The equal opportunities policy has been updated, as have the policies on special needs, behaviour management, child protection, and complaints. Details of all policies and procedures are readily available to parents and carers throughout the nursery.

What is being done well?

- Staff work well together as a team, and are committed to providing good quality care and education. They access training opportunities to support children in their learning, and to improve their practice and provision.
- Activities are well planned, and individual needs taken into account. Themes are clearly linked to all that is on offer, e.g. art, craft, cooking, play items, stories, role play and games.
- An extensive range of stimulating resources and equipment is provided to support the children in their learning, and provide enriching play opportunities.
- Staff relate well to the children, are caring, and listen and question well. They are sensitive to their individual needs, and most responsive to their interests. All are valued, and given praise and positive encouragement.

- Safety is given a high priority, and children are well supervised. There are clear procedures in place for keeping them safe and the premises secure. A comprehensive risk assessment has been undertaken, and regular checks are carried out.
- There is a good, effective partnership with parents and carers, who express confidence in the care given to their children. All are valued, listened to, and made welcome. They are kept well informed about the activities and the progress of their children.

What needs to be improved?

- the records of children's assessments, to detail more clearly where they are in their learning.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	further develop the children's assessment system, to show in more detail where children are in their learning.

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

How effective is the nursery education?

Pooh Corner Day Nursery offers high quality nursery education. It provides a warm, caring and welcoming environment, in which children are making very good progress towards the early learning goals.

Teaching is very good, and staff have a sound knowledge and clear understanding of the foundation stage and the early learning goals. Activities are planned well, and are topic related. Individual needs are taken into account. Children's progress is carefully monitored, and assessments undertaken. However, these are insufficiently detailed.

A strong focus is placed on encouraging children to become confident, self reliant, caring and respectful to others. Staff have a sound understanding of how children learn and develop, and are skilled at engaging and building positive relationships with them. They make excellent use of time and resources and provide children with challenges that sustain interest and provide enriching play opportunities.

The nursery is well organised and the quality of leadership and management is very good. Staff are clear about their roles and responsibilities, communicate effectively at regular staff meetings, and are able to evaluate the provision's strengths and weaknesses. The nursery has recently completed a self-evaluative quality assurance document, the Bristol Standard, and has sent it off for submission. Staff take up, and make effective use of, training and development. They are well supported with monthly supervision sessions and yearly appraisals.

There is an effective partnership with parents and carers, who are encouraged to become involved in their children's learning. Parents are provided with good quality information about the setting and its provision. Regular newsletters are produced, and a large informative notice board is on display, in a prominent position in the hallway. Staff keep parents well informed about their children's progress and achievements.

What is being done well?

- Children are making very good progress in all areas of the early learning goals.
- Staff have a sound knowledge and clear understanding of the foundation stage and the early learning goals.
- Activities are well planned, with an extensive range of resources and equipment available, providing children with challenge and enriching play opportunities.

- Staff are caring and responsive, and are skilled at engaging with the children and building positive relationships with them. All are valued, and individual needs met and addressed.
- There is strong and effective leadership, with a shared ethos of providing good quality care and education. The staff work well together as a team, and complement each other in their work. All are well motivated and committed to continuing improvement.
- There is good effective partnership with parents and carers. Parents are encouraged to become involved in their children's learning. Staff keep them well informed of progress and achievements.

What needs to be improved?

- staff's formal written assessment of where children are in their learning.

What has improved since the last inspection?

Following the last education inspection on 08/07/1999, one point for consideration was given:

Continue to develop the records on children's progress, to show in more detail, the observations made by the key workers.

Progress with this has been generally good. Staff have introduced a new system of assessment, which they have been constantly monitoring and adapting it for use. The current one used does, however, contain insufficient detail as to where children are in their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They are confident and have good self esteem. They ably express their needs and ideas, and relate well to each other and adults. They are encouraged to be independent and practise self care skills. Children's behaviour is good. They are interested in their play, eager to try out new activities, and are developing a good understanding of the wider community. They are able to concentrate for long periods.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language, and literacy. They engage easily in conversation with adults and other children. They participate eagerly in role play, using a wide range of expressive words. Writing and reading skills are integrated into activities, and children are encouraged to practise recognising and writing their own names. All are beginning to formulate letters. Stories are enjoyed, and staff use books well to extend children's vocabulary.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. They enjoy a wide range of interesting activities which encourage their mathematical thinking. Children are encouraged to practise counting, matching and sorting through everyday activities and play. Older, and more able children, are challenged to reason, make estimates, explore problems, and give explanations. Shape recognition is also developing well, and children are able to copy simple patterns and sequences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They investigate and explore why things happen through well planned activities. They are developing a knowledge of their surrounding environment and of other people and their cultures. Children learn about the natural world through practical topic related activities and make observations and formulate opinions. They talk confidently about events in their lives, and have an awareness of past and present.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. They move with confidence, imagination and control between all the activities provided. They use a wide selection of indoor equipment and small tools to help them develop their fine movements and hand and eye co-ordination. They enjoy a good range of outdoor equipment which promote their large motor skills. Children are also developing a good awareness of health and hygiene, and they understand the importance of keeping healthy.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are making very good progress in creative development. They explore colour, texture, shape, form, and two/three dimensional art work in free play and adult supported activities. They express their ideas in a variety of ways such as role play, storytelling and music. Children enjoy using musical instruments and sing complex songs from memory. They use their imagination and explore ideas and concepts. They are developing awareness of their senses through touch, taste and smell.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- Further develop the assessment system so as to detail clearly, where children are in their learning.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.