

Pooh Corner Day Nursery

Inspection report for early years provision

Unique reference number	136058
Inspection date	14/01/2011
Inspector	Karen Prager
Setting address	Bethseda Methodist Church, Down Road, Winterbourne Down, Bristol, Avon, BS36 1BN
Telephone number	01454 857529
Email	
Type of setting	Childcare on non-domestic premises

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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).

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.

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Description of the setting

Pooh Corner Day Nursery is a private nursery for children from birth to five years of age. It was established in 1997 and operates from a church hall in Winterbourne, South Gloucestershire. Children are generally cared for in two playrooms in the main nursery area which may be accessed by a small flight of stairs or a stair lift. Children have access to an enclosed outdoor play area and a ground floor hall is also used for a pre-school session, at different times of the year. The nursery is open from 7.45am to 6.00pm, Monday to Friday, all year round excluding Bank Holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for up to 40 children. Of these no more than three may be age five or above and not more than nine aged under two years. There are currently 36 children on roll, including 19 children receiving nursery education funding. Children attending live locally or have parents who work in the Winterbourne area. There are nine members of staff who work with the children, seven of whom have child care qualifications to level two or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery presents an inclusive learning environment providing well for the needs of its children. Children are happy and settled. Their individual welfare, learning and development needs are generally met well, so all make good progress. The good use of resources indoors contributes well to the progress children make; however, the outdoor area is under-resourced. The staff work together effectively and form positive relationships with parents to meet children's needs to support learning well. Appropriate systems are in place to continue to monitor provision and move it forward. Although, the staff team regularly reflect on practice they miss some requirements relating to safety and documentation.

What steps need to be taken to improve provision further?

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

- ensure the premises are kept safe and secure (Safeguarding and promoting children's welfare) 14/02/2011
- ensure the risk assessment includes a record of all risks identified and any action taken following a review or incident with particular regard to door and socket safety (Documentation) 14/02/2011
- ensure a complete daily record is kept of the names of 14/02/2011

the children looked after on the premises and their hours of attendance (Documentaion)

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

- improve the provision of resources in the outdoor area, checking that these reflect all six required areas of learning .

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded in this nursery. Staff have completed safeguarding training and are aware of their responsibility to refer any concerns about children's welfare. This practice is supported by a clear and detailed policy which explains their responsibilities. The staff are generally deployed well, ensuring the children are supervised at all times. Many risk assessments have been carried out and outings have been considered. However, children are not always kept safe as the external door is not always kept locked and risks from a faulty socket have not been addressed. Also, a full record of children's attendance is not maintained. These matters breach welfare requirements. The nursery has a wide-ranging set of written policies and procedures which reflect the service provided and are available to parents on request.

The rooms are organised to be accessible to all children who attend. Staff working with the babies set out a variety of toys for them, which are placed within easy reach. Older children spend their time in two groups within one play room. This has been arranged to provide discrete learning zones where resources are kept in easily accessible storage units. Steps have been taken to encourage children's independence, for example, by supplying a low step in the toilet area and low coat hooks with clear labelling. Whilst indoor resources are used effectively to support children's learning and development, those outside are somewhat limited, offering little choice across all areas of learning.

There is an ongoing culture of reflection and improvement in place which is generally effective. Recommendations raised at the previous inspection have been effectively acted upon; for example, parents are now informed of activities that the children undertake which enables them to support their children's development at home more effectively. Actions identified for future development are in place and based on consideration of the impact on outcomes for children.

Partnerships with professionals from external agencies who support the nursery are well established. Senior managers liaise effectively to ensure that advice and staff training is regularly sought. Staff are able to give clear examples of how provision for children has improved. For example, following a course about story times, staff now incorporate props when telling a story which engage children more fully. The nursery staff recognise the value of developing partnerships with other providers, and do so suitably overall, although channels of communication have not yet been put in place for children who attend other settings.

The nursery staff value the partnerships with parents. Regular newsletters are given to parents and an informative notice board provides much essential information. Positive relationships are developed and parents speak highly of the friendly staff team who make themselves readily available to talk. This valuable opportunity provides time for parents to share information about their children and to feed back their views on the setting and results in the staff providing activities and practice that more closely meets the needs of the children and their families

The quality and standards of the early years provision and outcomes for children

Children settle well and quickly become secure and confident in the nursery. An effective key person system ensures that children are cared for by those familiar with them. Staff clearly know the children well and they have a good understanding of how children progress. There are individual records in place for all children, which include observations and examples of work that help inform accurate assessments of children's progress. Parental input is encouraged to further pinpoint children's achievements. Staff provide children with learning experiences based on practical, exploratory play. Children are active, inquisitive learners as a result of the stimulating indoor environment provided by staff. The outdoor area is used regularly to support learning. Children enjoy their time outside, although the range of resources is somewhat limited.

Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest. They show excitement when they anticipate bubbles being blown, look at their world through different coloured plastic and grip wooden blocks. Toddlers are encouraged to explore the texture of shaving foam and discover the animals hidden within. Older children play in the water tray selecting the toys that they wish to use, and pouring the water from a height. They are helped to learn about safety when they spill water on the floor. Children come to know that it is useful to wear an apron when they participate in messy activities and choose from a selection put ready. Children help to put resources away contributing to the care of their environment and in sharing responsibility with their peers. They enjoy sitting together for a story that is read with expression by a staff member, and working on a puzzle on their own.

Staff in the pre-school area use children's interests in the world around them to develop their understanding of different materials, such as when building with sugar cubes following children's interests in castles. They concentrate for an extended period as they try to make them stick together. Children gain other useful skills for their future lives; for example, they develop early computer skills, navigating the computer screen using the mouse with increasing accuracy. They make informed decisions about, for example 'What is the difference?', when playing a game. Children are beginning to understand the wider world through activities associated with a range of different cultures.

Children's welfare is generally well supported and promoted. Children enjoy a

range of nutritious meals, freshly cooked on the premises. Staff liaise with parents to ensure that the food is suitable for their children's needs. Children become confident in following effective hygienic practices and come to know that they must wash their hands before they eat. Younger children are supported in this as staff help them to use the soap dispenser when washing their hands. Children are taught to keep themselves and others safe and to care for the environment. For example, they assist in tidying toys away when they have finished using them. Children's behaviour is well managed as they are gently helped to be considerate of others and, as a consequence, their behaviour is very good.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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