

Pooh Corner Day Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Pooh Corner Day Nursery is a privately owned nursery which was established in 1990. The accommodation is in a large Victorian house in the Redland area of the city of Bristol. The ground floor area is allocated to children aged between two and under five years, separating into two rooms with appropriate toilet facilities. The lower ground floor provides two play rooms, a sleep room and changing/toilet facilities for children under two years. There is a secure rear garden available for the use of all the children. There is a rear entrance leading to the lower ground floor which avoids steps and a ramp entrance on the ground floor. Staff facilities are situated on the second floor and are not accessed by children.

The nursery operates all year round, excluding bank holidays, Monday to Friday, from 8.00am to 6.00 pm. The nursery is registered on the Early Years Register only for a maximum of 41 children under five years; of whom, 13 may be under two years old. Currently there are 60 children on roll; all of whom are in the early years age group. The nursery supports children for whom English is an additional language.

The owners, who are both qualified nurses, employ 13 members of staff to work directly with the children; 10 of whom hold early years qualifications. This includes three practitioners who have qualified teacher status and another who has achieved Early Years Professional Status. A dedicated cook is also employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have excellent knowledge of the children in their care. They make exceptional progress in their learning through highly effective systems to plan, observe and assess their progress. On the whole, children's welfare is promoted well although; there are breaches in specific legal requirements. Practitioners have developed good relationships with health professionals and are developing systems to share information with other early years providers. Self-evaluation systems ensure that actions are well targeted and reflect the impact they have on children to improve their outcomes.

What steps need to be taken to improve provision further?

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

- implement an effective medication policy, with particular regard to pain and fever relief (Safeguarding and promoting children's welfare) 03/04/2011
- record names of children looked after on the premises 03/04/2011

on a daily basis and include their hours of attendance (Documentation).

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

- establish systems to share information with other early years providers.

The effectiveness of leadership and management of the early years provision

Children are cared for by a team of experienced and well-qualified staff who have high aspirations to ensure outcomes for children are good. Staff deploy themselves exceptionally well to ensure outcomes for children are at least good. They are proactive in accessing relevant training for instance, an annual update on safeguarding issues. Appropriate systems have been established to ensure that most staff are appropriately vetted; those who have not received a police check do not have unsupervised access to the children. Staff have good knowledge of child protection issues and have experience of working closely with key agencies to ensure children are safeguarded. Comprehensive risk assessments of all areas used by the children ensure a safe and secure environment.

Staff have excellent knowledge of the children in their care and each child is given individual attention. For example, the youngest children delight in the story telling sessions where they are cuddled close and actively involved in exploring props and contributing to the story with animal sounds. There are exceedingly good opportunities for children to affirm their identity for instance, younger children are encouraged to identify parts of a doll's body, match them with their own and use mirrors to acknowledge similarities. Children thrive as they have an excellent sense of belonging. They are fully aware of routines for instance, they are aware of when it is time to go outside and access their coats and shoes independently from a photographed peg. Children's achievements are celebrated exceptionally well for instance, through display boards.

Parents willingly offer their time at the nursery for instance, to sing songs in French and German or to read stories in Spanish. Children's diversity is fully encouraged and respected. Parents are encouraged to contribute to the monitoring processes for instance, through suggestion boxes, parent evenings, comment books, questionnaires and children's learning profiles. Knowledgeable staff liaise effectively with other early years professionals to ensure continuity in children's care. Systems have yet to be developed to share information with other early years providers.

Relevant self-evaluation systems are used productively to monitor the provision. All staff are involved through regular staff meetings. On the whole, actions are well targeted and impact on the outcomes for children for instance, to ensure learning stories impact on planned activities which are tailored to individual children and to develop staff confidence in creating open-ended activities to develop children's independence and thinking skills. The nursery has made good progress since the

last inspection and has addressed recommendations promptly for instance, independence is encouraged at mealtimes as older children are able to serve themselves if they would like seconds. Thus showing a commitment to improvement.

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

Children are cared for in a dynamic learning environment which is exceptionally well equipped with high quality toys and resources that meet children's individual needs. The organisation of the environment encourages children to move freely making independent choices about their play for instance, in their selection of suitable resources to initiate their own play. Children thrive in the outdoor area where inspired planning encourages children to explore multi-textured areas. For example, in the centre children have access to an imitation grass area with large play equipment; encircling this is a tarmac area where children can freely explore movement for instance, when creating pathways with the buggies. The children thoroughly enjoy exploring wet and dry sand where they are able to mark-make with the vehicles, explore capacity and use tools competently. Older children develop very good fine motor skills as they engage in weaving activities. They follow simple instructions learning new vocabulary such as, under and over and welt and warp.

Practitioners make detailed observations of children's daily interests and use these effectively to influence future planning and to ensure children engage in a broad and balanced range of experiences. Focused activities for specific children are highlighted well and planned for the days they attend. Learning stories and interest boards are used exceptionally well to obtain contributions from parents. Staff exhibit excellent understanding of how to progress and challenge the children for instance, through identifying changes at home which are incorporated into learning priorities.

Superb organisation of mealtimes ensures that children are able to socialise as practitioners sit with the children and engage them in conversations. Older children show excellent communication skills for instance, one child confidently explains that she has a new baby sister. Children use language well in their role play for instance, when playing with the mashed potato children play collaboratively explaining that they are baking and describe the process. Children are fully aware of hygiene arrangements and staff are excellent role models. For example, exemplary nappy changing arrangements where both staff and children, regardless of their age, wash their hands using antibacterial soap and drying their hands on individual paper towels to minimise the spread of germs. Staff have exceptional knowledge of children's individual requirements for instance, through diet sheets and 'all about me' profiles. All snacks and meals are prepared in a scrupulously clean kitchen by an appropriately qualified cook who has excellent knowledge of children's special dietary and cultural requirements. Sound systems have been established to gain parental consent and to record administered medication. However, the medication policy is ineffective in regard to the administration of

non-prescribed medication such as, medication for pain and fever relief, as it states that this will not be given although, blanket consent is requested at placement. This is a breach of specific legal requirement. The system used to record parent notifications is not effective as it is not clear if parents have informed staff when the last dosage was administered.

Children are cared for in a safe and secure environment. For example, they are unable to leave the premises unattended as there is a security coded lock on the main door. Children are consistently supervised and ratios are maintained. However, the system to record children's attendance is not rigorous enough for instance; an accurate time of one child's attendance was not recorded. This is a breach of specific legal requirement. There are good opportunities for children to become aware of their own safety for instance, when participating in regular fire drills or when older children descend the staircase to the lower ground floor.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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