

Abbeywood Tots Day Nursery

Inspection report for early years provision

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17/03/2011

Inspector

Beverley Blackburn

Setting address

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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*.

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

Abbeywood Tots Day Nursery was registered in August 2010. It is one of five nurseries owned by the same proprietor. The nursery is situated in the grounds of Tyndale Primary School. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for 30 children. The nursery supports children with special educational needs and/or disabilities, and children learning English as an additional language. The nursery is open each day from 7am to 6pm, all year round. There is secure outdoor play space. Currently there are 27 children on roll in the early years age group. A team of three staff work with the children, all of whom hold relevant qualifications, including qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making very good progress in this welcoming setting, where staff, parents and others work in close partnership overall, to meet each child's unique needs. Children are happy and really enjoy learning through play. Staff are friendly and approachable; they take positive steps to ensure that all children can take part in activities, whatever their backgrounds or stages of development. The quality of the nursery is effectively monitored through a self-evaluation system identifying their strengths and areas for improvements accurately. Staff are committed to continually improve the outcomes for children; consequently, they show good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve further children's ability to make a positive contribution by reconsidering the management of meal times so as to promote children's social development while enjoying food and highlighting the importance of good behaviour
- improve further children's understanding of the importance of keeping themselves and others safe, with particular regard to running indoors.

The effectiveness of leadership and management of the early years provision

The nursery environment is safe and secure for the children due to an effective risk assessment process. It is well-organised enabling children to move around the

nursery with ease with resources stored at their level. The staff have a common sense of purpose to work together giving the children the opportunity to achieve to the best of their ability. The staff take a professional approach to their role in safeguarding children. They have good understanding of child protection issues and the procedure to follow if they are concerned about a child. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The manager ensures the required checks for adults working directly with children are carried out, and that children are always well supervised; as a result, robust steps are taken to safeguard children.

The nursery has good commitment to ensuring all information, which underpins effective management, is shared with the parents. This includes deciding future targets based on clear plans to move back to the school site with improved provision for the children. Staff are well aware of what new resources are required for example, from accurate evaluation. Policies and procedures are detailed and accessible to them. The staff ensure children's progress is well monitored to check they all move forward from their starting points. They routinely support every child to ensure their individual needs are met and that no child is disadvantaged. Contact with other agencies, such as the area special needs coordinator, ensures children with additional needs are assessed appropriately and receive additional support where necessary. The staff use visual aids to support children with English as an additional language, such as pictures of items with the words written in English displayed around the nursery. Activities are planned to ensure all children are included and that they receive interesting, enjoyable and challenging experience across all six required areas of learning and development.

The nursery promotes equality and diversity well. Children are helped to understand and embrace differences of cultures and religions and to get a better understanding of the wider world through well-planned activities, such as festivals. There is a good range of resources that reflect positive images of diversity such as dressing up clothes, books and posters. Strong links with the local school and the reception class teacher enables an effective sharing of information in order to promote the continuity of the children's learning and development and a smooth transition for the children into school.

Children benefit from an excellent range of well managed resources both indoors and outdoors which are used effectively to achieve the planned goals in the children's learning and development. The staff are well deployed to ensure children are well supported and their individual needs met.

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

The children's learning is well supported through the provision of an excellent range of toys and resources. These form a well-planned, interesting environment. There is effective interaction with supportive staff who enable children to learn through play. There is a very good balance of adult-led and child-initiated

activities. Children have the opportunity to learn in a good quality, learning environment. They enjoy a good variety of interesting activities both indoors and outdoors. They develop their physical skills very well, through exercises such as digging and exploring, riding on bikes and scooters and playing hide and seek in the well planned outdoor play area. Children are given great opportunities to experience and enjoy the outdoors through 'free-flow' activities. Children negotiate their way around the indoor and outdoor space confidently because of the well planned environment and good staff support. Children enjoy activities which help them in developing their understanding of problem solving, reasoning and numeracy. They find different shapes, enjoy counting games or filling and emptying containers during sand and water play or experimenting with tubes and pipes. Children show great enjoyment playing with construction toys, building blocks, a digging in the sand pit, using simple tools.

Children are developing exceptionally well their communication and language skills as staff spend time talking to them. Staff use effective open ended questioning during play to help children think critically, such as, 'What do you think is going to happen next?' They are encouraged to ask questions and develop their confidence in participating in conversations. Staff encourage team work to help to build children's confidence and self-esteem and to develop their communication skills with others. They enjoy listening to stories. There are good opportunities for extension of their learning such as digging and looking for mini beasts and matching them to pictures.

Children enjoy creative play, such as singing songs, imaginative and role-play, using different textures and media. They show enjoyment in mixing colours and mixing colours. Children play a full and active part in their learning. Children are encouraged to sustain involvement and persevere with a task. Staff carry out regular observations and assessments on each child and plan activities according to their age and stage of development. The next steps in their development are well-planned. A 'learning journey' record is available with photographic evidence of all children, showing participation in range of activities. Children's progress is regularly monitored through observations which are recorded in each child's 'learning journey'. All activities are linked well to the six areas of learning; any gaps are identified and through the observations, the next steps are planned for each child's learning and development. Innovative teaching helps to motivate the children. The staff have a strong knowledge of the Early Years Foundation Stage learning and development requirements. Parents are helped to understand how children learn through play. Staff share with them the children's 'learning journeys' and the range of activities the children participate in. Parents are actively encouraged to be involved in their child's learning.

Children respond to challenges with enthusiasm. They are very much included in the planning with their interests and ideas. Children's independence is well supported; they are able to confidently choose their activities and are very involved at snack time as they help in the preparation of the snacks. Children are developing a good understanding of the routine of the setting. Children are learning to take turns and share, they are able to select and use resources independently, successfully building their confidence and self-esteem. There are good strategies in place overall to manage children's behaviour according to their age and stage of development. However, there are occasions, especially during lunch time, when some behaviour is unacceptable.

Children's healthy lifestyles are well supported. They have very good opportunities to engage in a wide range of physical activities in the well-planned outdoor play areas. They are provided with healthy snacks and organic meals. They learn about healthy eating and the benefits of exercise to their bodies. Children are helped to manage their own personal hygiene with good support from the staff, as needed. Staff are aware of the children's dietary needs and work with the parents to ensure children are provided with snacks or lunches that are healthy and nutritious. Children are helped to understand how to keep themselves safe through the frequent practice of the evacuation procedures. Staff are aware of their responsibility for promoting a safe environment and children's understanding of keeping themselves safe. Despite this, occasionally children run indoors, which is unsafe for themselves and others., The children show a strong sense of security and of feeling safe within the setting, however. They are confident and contented. They have good relationships with the staff and each other and are learning to play harmoniously.

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	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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	1

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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