

Abbeywood Tots Community Nursery

Inspection report for early years provision

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Inspector

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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 Community Nursery is one of six nurseries run by Abbeywood Tots Day Nursery Ltd. It opened in 2011 and operates from nine rooms and associated facilities in a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is in the residential area of Knowle, Bristol. It is open each weekday from 7.00am to 6.00pm for 52 weeks of the year.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 61 children from birth to eight years of age may attend the nursery at any one time. There are currently 22 children on roll. Children aged three and four years are funded for free early education. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are five members of staff, four of whom hold early years qualifications to at least level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Positive and thoughtful partnership with parents and other professionals are effective in supporting individual children in their care and education. Children are beginning to show a good awareness of responsibility and understanding of how to lead a healthy lifestyle. Children enjoy a variety of activities and play opportunities which promote their overall development, although these are not always made available to all children. Children's safety is generally promoted well although not all staff demonstrate a full knowledge of the safeguarding procedures which impacts on children's welfare. Staff demonstrate a sound commitment to continuous improvement and have started to use self-evaluation to identify their strengths and any areas for development.

What steps need to be taken to improve provision further?

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

- develop staff understanding of the implementation of the safeguarding children policy and procedure
- develop more opportunities for children to play, learn and succeed, for example, by making sure that toys and activities are easily accessible at all times

The effectiveness of leadership and management of the early years provision

The nursery provides a positive environment where children are secure. There are systems in place to ensure children only leave the setting with known and approved adults and children's well-being is suitably promoted by staff who have a sound knowledge of safeguarding issues. Written risk assessments contribute to children's safety and staff take steps to minimise any identified risks, including planned activities. All staff attend in-house training on the procedures for safeguarding children and all adults in contact with the children have undergone suitable vetting checks to protect children's welfare. The nursery understands its role in child protection and the required documents are in place to ensure that the children's welfare is promoted. However, not all staff have a thorough enough understanding to be able to implement the safeguarding children policy and procedure fully.

The nursery demonstrates a sound commitment to continuous improvement and staff are in the early stages of self-evaluating their practice to identify their strengths and areas for improvement. For example, actions plans have identified the need to develop the planning to provide more learning opportunities for children to use natural resources and the nursery has just started a quality assurance scheme. Staff training is on-going, and information gained will be shared at staff meetings, ensuring outcomes for children are built upon. Children enjoy a well resourced environment where they are able to move around freely, with confidence and play in safety. Toys and resources are generally easily accessible to the children, in labelled storage boxes. The environment is stimulating. It contains posters to encourage children's language, and displays their photographs, gives them a sense of belonging. Staff use the premises and toys appropriately to support children's learning and development, and children have areas for eating, sleeping, messy play and access to an inviting secure outdoor environment which promotes their learning. However, these are not always made available to all children, resulting in limiting children's experiences and their learning and development not being consistently supported.

The nursery has introduced thoughtful systems to contribute to children's well-being and develop good partnerships. Daily sharing of information help parents to work in partnership with the staff and meet their needs. Parents and carers are encouraged to support their children's learning by bringing resources for the weekly topic and to contribute to their children's learning profiles by sharing the activities the children have enjoyed at home. Parents are invited to attend a dance show by the children and take part in the dance routines. Feedback confirms that parents are extremely happy with the care their children receive and they feel they are included in their children's day. The setting is effective in working in partnership with others and has begun to develop an effective working relationship with local health and education professionals to support and promote children's learning, development and welfare. Staff have a good understanding of children's backgrounds and help children feel at home. There are clear procedures in place to support children who are learning English as an addition language. For example, the use of story sacks with visual props help all children to engage at story time

and the use of picture cards support children's understanding of the daily routines. A wide range of resources illustrating diversity ensure children have an increasing awareness of the diverse society in which they live and which reflects their backgrounds.

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

Staff are generally attentive and encourage children to try new experiences and to practise and build on their skills. Warm cuddles from staff provide reassurance for children new to the nursery and help them to settle. Children are involved in a suitable balance of adult and child-led activities which help them to make suitable progress in their learning. For example, babies and young children independently select from a range of resources on offer which allows them to initiate their own play. They explore new experiences in the garden and watch the parachute flow up and down and explore measure and quantities with water and different sized containers. Children's emergent writing skills are beginning to develop as they make marks with the water and explore the patterns they make with their hand prints. Children enjoy listening to stories and explore new words. Staff support the children's language development appropriately, role modelling different words to them as they share the stories. Older children enjoy developing their creative skills. They use different media such as tissue paper, wool and leaves to make a picture of the wolf. Staff interact well with the children to support them in their play. They generally use the activities to move children on in their learning. For example, children are encouraged to count the number of eyes that they make for the wolf. Children are keen to take part in the dance session. They confidently count and roll the hoops and enjoy jumping like frogs and quickly find their way back to their lily pads. Children begin to develop a sense of how to stay safe by moving in the same direction to prevent bumping into each other. Their creativity is developed as they dance around the room following their stars. Children's achievements are observed by staff and recorded in their profiles, along with the next steps in their learning. Information gained from the observation is used to inform the daily planning to support children in their progress towards the early learning goals. However, staff knowledge of how to move individual children on in their learning is not fully consistent.

Children engage in a wide range of physical activities to develop a good understanding of maintaining a healthy lifestyle. They are eager to use the outdoor play area and use the wheeled toys for physical exercise and enjoy dance sessions to help keep them in good health. They have developed a good awareness of the importance of healthy eating through encouragements by staff to try different fruits at snack times and take part in cooking activities with their parents to develop an understanding of making healthy choices. Children eagerly help staff to clean the tables at snack time and use wet flannels to clean their hands and faces, which support children well in their understanding of good hygiene practices. Children play cooperatively together and respond well to the expectations of staff. For example, children know to stand quietly with their hands in the air when staff need their attention. They develop a good understanding of responsible behaviour

and considering their friends by gentle reminders from staff to use gentle hands.

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	2
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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