

# Abbeywood Tots

Inspection report for early years provision

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**Unique reference number** 135952  
**Inspection date** 28/07/2011  
**Inspector** Yvonne Campbell

**Setting address** 97 Station Road, Filton, Bristol, Avon, BS34 7JT

**Telephone number** 0117 969 3990

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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 is one of three private nurseries owned and managed by members of a close family group. The nursery is located in Filton, South Gloucestershire close to Abbeywood Railway Station and the offices of a national government department. Children come from a wide catchment area. The nursery opened in 1997 and operates from a converted house. A maximum of 32 children may attend at any one time. Opening times are from 7am to 6pm, Monday to Friday, all year round. Children share access to an enclosed outside play area and garden.

There are currently 49 children on roll; of these, 12 receive funding for nursery education. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Staff support a number of children who speak English as an additional language. Children attend for sessional or full day care. The nursery employs nine members of staff who have regular direct contact with children. These include two early years teachers. Four members of staff including the manager hold Level 3 qualifications. One has a Level 2 qualification. They are supported by a senior staff team led by: a senior teacher, a senior early years practitioner, and the two nursery owners who Level 3 and level 5 qualifications. Staff also have support from a meal time assistant.

The nursery has achieved and continues to work towards maintaining The Bristol Standard for Early Years on the city-wide quality assurance scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

An excellent knowledge of children's individual needs and highly effective partnerships with parents and others ensures staff promote children's learning and development in a skilful way that supports each child to make excellent progress towards the early learning goals. Children are kept safe and secure and have exciting learning experiences in the nursery and also during interactive outdoor learning sessions in natural surroundings. The nursery owners and staff make frequent critical evaluations of their practice using a variety of recognised quality assurance methods. Plans are developed and successfully implemented resulting in a provision which excels in meeting the expectation of parents and the requirements of the Early Years Foundation Stage.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- extend babies access to resources and include age-appropriate mark making equipment that support creative development.

## **The effectiveness of leadership and management of the early years provision**

Robust steps to safeguard children and promote their wellbeing are in place. All staff have completed Criminal Record checks and are safe to be in close proximity to children. The nursery identification badge carried by staff includes the name of the individual, a photograph and their criminal record check number. When working with other professional staff are able to instantly verify their suitability. Comprehensive procedures and practices such as the restricted use of mobile phone and the, private but monitored, nappy changing procedures ensure children are further protected when hygiene procedures are carried out by those staff responsible for their care. Safeguarding training is given high priority.

All new staff are given in-house safeguarding training and must review their practices according to safeguarding updates on a website. This is accessible to all staff. Senior management staff are highly vigilant and ensure that both children and staff are protected. A close circuit television system is monitored from the office. Senior staff have attended safeguarding training at an advanced level. They thoroughly understand their role in protecting children as part of the multi-agency workforce. Older children are beginning to understand how to keep themselves safe by being assertive and saying what they don't like. They have a developing awareness of the risk of 'stranger danger'. Rigorous risk assessment procedures ensure children are cared for in safe environments at all times.

The owners and staff of this dynamic nursery are extremely ambitious about what they are able to achieve. There is ongoing self evaluation and close partnerships with other professionals. Key to nursery success is the training and retention of high quality and well trained staff who all share in the nursery's philosophy of excellence and the aim to constantly raise standards of care offered to children and families. Induction procedures for staff are thorough and extend over a period of time. This enables new staff to fully understand how to respond to the children and their colleagues so that nursery practises consistently excel for children in all age groups. Established leadership structures are in place with regular staff meeting to check action plans. This ensures that agreed improvements are carried out in a systematic way within individual roles and responsibilities.

When evaluating practice, the owners and staff highly value the affirmation of other care and educational professionals. These include an early years advisor from the local authority and professionals who validate the nursery submission The Bristol Standard in Early Years. The excellent provision has been recognised by others in the community. The nursery has awards from an organic food organisation and was nominated and short listed for a family business award organised by a Bristol newspaper. Staff have completed the evaluation document provided by the regulator. Some areas for the extension of services have been identified. These include further development of the forest school provision. Close partnerships with schools ensure children have continuity as they transfer from

nursery to the reception class.

Equality of opportunities is promoted in very practical and diverse ways so, from a very early age, children begin to learn to accept differences in others and they learn how to contribute to ease the disadvantage felt by others in the community and wider world. Children and their parents are involved in raising funds for a national children's hospital and an orphanage in Uganda. A teacher from the nursery has visited the orphanage and has photographs so children understand how valuable their contributions are to others living in less favourable circumstances. A range of toys and photographic materials with positive images of culture and disability is accessible to children around the nursery. Other excellent quality resources are provided to create an attractive and rich learning environment both indoors and outdoors.

Effective procedures are in place to engage parents in all aspects of their children's care and development. As well as supporting learning programmes by sharing relevant information on children's progress at home, many parents are involved with 'Cookabook' and a 'Diddy Dance' sessions where parents develop their understanding on how to encourage a healthy lifestyle and share fun times with their children. The owners act promptly on feedback from parents. For example the organic meals policy is fully implemented after positive comments about the food.

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

Children show eagerness to explore and a zest for learning. Babies under two years old are cared for in separate base rooms on the first floor. The rooms are freshly decorated, well organised and lit by natural light. Children thrive as they have high levels of adult support to meet their needs. They show a sense of being calm and secure as they move around in the safe and very comfortable environment. Staff plan stimulating sensory experiences for babies. Children respond happily to music and clap to a song about summer holidays. They continue to clap and move their bodies with the song. Children have a sense of curiosity. They investigate large toys displayed on surfaces and show sustained interest in how things work. For example, one child looks intently at a duck on wheels. She then handles the toy and examines the underneath before pushing and pulling the toy. She repeats the action several times before moving to play elsewhere.

Staff intervene skilfully to support children extend their learning experiences. When playing with sand the under twos experience the sensation of touching and moulding damp sand. Others joyfully imitate the action of a member of staff banging the table to move dry sand along on paper. Children who do not yet have a vocabulary show how they feel through vocal sounds and gestures. They take great pleasure in using a few words they know with predictable effect on others. Some say 'uh oh' when they have small mishaps. Staff join in the fun and repeat 'uh oh'. They have access to resources which they use creatively for self chosen

activities such as repeatedly filling and emptying a container with crayons. However, an attempt at using a crayon was not altogether successful as crayons accessible in this room are not age appropriate for children at this stage of development.

Older children show excellent disposition to learning. There is a buzz of excitement and anticipation in the ground floor rooms as they engage in free flow inside-out play. Children are active, confident and independent as they select play materials of their choice and develop their play. There is a strong sense of community and organise themselves into spontaneous groups to explore and extend their ideas. For example, several children form a group who are exploring moving transport toys. There is intense concentration as they move along taped routes in different directions. Adult led activities enable children to say and try out their ideas whilst feeling safe and supported by others. They work together as part of a group to make a tent from a large parachute. The same resource is then used to represent the waves of the sea as children further explore the 'Holidays' theme. Older children who are preparing for school are very confident in linking letter sounds to words. They quickly say a list of words beginning with 'T' sounds when prompted. Resources in the outdoor space are of excellent quality and support learning across all areas. Children make noticeable progress through other outdoor activities, such as trips to the allotment and the forest school site. Staff carry out a variety of observations to ensure there is a holistic view of each child when making assessment and plans for progress. Parents are kept well informed about the progress their children makes by several methods including parents information evenings.

Children are provided with the knowledge that enable them to begin to take some responsibility for their behaviour and staying safe. During trips to forest school children learn a catchy rhyme to remind them how they should behave: 'No lick, no pick, fingers on the sticks'. Children have innovative opportunities to engage in a wide range of physical activities in the nursery and also with their parents. Adults get involved in some forest school activities where children learn about looking after the natural environment and not harming the creatures that live in the habitat. Children show excellent understanding of the importance of good personal hygiene. They use the toilet independently and an advanced automatic hand dryer is accessible. Children know the result of not washing their hands will be that 'germs get into their tummies'. Children's dietary needs are met through the provisions nutritious meals and snacks which are organic. Children grow vegetables on the allotment, and the nursery's close links with a local farm enables staff to talk to children about where their food comes from.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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## **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