

# Abbeywood Tots Day Nursery Limited

Inspection report for early years provision

---

**Unique reference number** EY221445  
**Inspection date** 13/10/2011  
**Inspector** Sandra Croker

**Setting address** Stockwood Lane, Bristol, BS14 8SJ

**Telephone number** 01179 693990  
**Email** info@abbeywoodtots.com  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Abbeywood Tots Day Nursery opened in 2002. The single storey nursery is situated within the premises of the old Stockwood Green Primary School. Children have access to an enclosed outside play space. The nursery serves the local and surrounding areas. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 56 children from three months old to five years old on roll. The nursery provides funded early education for two, three and four year olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery offers after-school and holiday care.

The nursery opens from Monday to Friday all year round. Sessions are from 7am to 6pm. There are 13 staff employed to work with the children. Of these, one has an early years qualification at level 2, seven have early years qualifications at level 3 and two have early years qualifications at level 4 or above. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are happy, settle well and make good progress in their learning and development. The learning environment is safe and well planned, with good resources within easy reach of all children. It positively promotes equality and diversity. The manager and staff have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it. Leaders and managers communicate ambition and drive and secure improvement well. There are effective arrangements to safeguard children and promote their health and safety, including links with other professional agencies. Overall, strong links with parents and carers help to involve them in their children's care and education, and they are kept well informed of their children's progress.

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

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

- enhance the partnership with parents by extending and monitoring ways of involving them in their children's continuous learning and development
- enhance parental involvement in the self-evaluation processes to widen their opportunities to influence future development.

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

Robust safeguarding procedures and strong recruitment strategies ensure staff working with the children are suitable. Staff fully understand their safeguarding duties, so that children are protected and cared for in a safe and secure environment. Comprehensive risk assessments ensure effective actions are taken to reduce or eliminate risks to children. A designated health and safety officer ensures these are maintained. Self-evaluation involves the staff team and recognises the strengths and weaknesses of the provision well. Continuous reviews of the quality of the nursery take place through discussion with children and parents. However, not all parents feel they are consulted. Leadership and management are confident about what the nursery needs to do to improve further and have been effective in making and sustaining improvements. Staff are well organised and have a clear appreciation of their roles and responsibilities. A detailed range of policies and procedures guide staff practice and are executed effectively to promote children's health and safeguard their welfare.

There is a strong partnership with parents, who comment very positively on the provision. Staff work diligently with parents to settle children and ensure that individual needs are addressed effectively. Parents are included in the life of the nursery through newsletters, daily discussions and notice boards, which display useful information, such as the weekly planning of activities and lunch time menus. Records of children's learning in 'learning diaries' demonstrate the strong understanding that key workers have of individual children's needs and stages of development. However, some parents do not feel they fully understand how to help their children make further progress with their learning. Staff show good care and understanding of equality and diversity, enabling them to provide a service which is inclusive to all. For example, parents are asked to share information about their culture or religion with the nursery. Thorough information is obtained from parents initially, when settling in, to ensure that staff are fully mindful of and can meet children's individual needs. The centre has established robust links with schools and effective liaison with other agencies assisting children with specific needs. Expertise can be shared with families needing additional support.

The recommendations from the last inspection have been carefully implemented. The learning environment helps children effectively to become more independent learners. Staff have a clear understanding of the ethos and requirements of the Early Years Foundation Stage framework. This is reflected in the motivating and enabling environment created, both indoors and out, which encourages children's independent learning.

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

Children are content and settled and understand the routines of the day. They show good levels of independence and a readiness to tackle self-chosen and adult-

led play. The nursery is attractively presented and provides an interesting environment for children. Staff use unstructured and focused observations consistently to help in planning next steps, so that activities are suitable for each child's stage of development. They record and track children's progress methodically. Carefully planned activities take into consideration the individual interests of children and offer new and interesting tasks across all areas of learning. There are daily occasions for outdoor play. Children are continuously praised and their achievements valued, helping them develop an understanding of expected behaviour, like being kind, sharing and taking turns. Children are highly driven and interested in the activities and resources available to them, showing good levels of concentration and playing purposefully. Children behave well. There are good procedures in place to support those families with English as an additional language. Input from other professionals has assisted staff to develop effective strategies when managing children with additional needs.

Young children's language is good. Staff model language thoughtfully, developing children's vocabulary. For example, babies repeat words being used by staff while sharing a book or singing rhymes. Staff give praise as toddlers use their own words and form simple sentences whilst investigating jelly. Pre-school children use language well to explain what they notice about different types of bread. Staff help children to extend their understanding and improve their explanations by effectively questioning. Staff appropriately and actively promote equality and diversity and tackle unfair discrimination. They detect a child's need for additional support as early as possible. Children confidently recognise numerals and count when playing. Toddlers count the jelly cubes that they pull apart. Pre-school children use developing mathematical ideas well when helping to lay the table at lunch time. Children relish number songs and rhymes. These enable them to experiment and practise their number skills with growing confidence. Children show delight in their play. Babies enjoy tapping and clapping along to simple rhythms. Toddlers delight in creating colourful paintings in the outside play area. Pre-school children play competently and happily on wheeled toys. The nursery environment has resources that improve the good development of children's skills for the future. For example there is a digital camera that children use to record events. Babies and toddlers activate sound by pushing, pulling and squeezing toys. Children's knowledge and understanding of the world around them is encouraged through engaging in daily play resources and activities. For example, by playing with clothes and dolls in the role play area and by investigating bread from different parts of the world.

Children's independence is supported well as they decide for themselves which fruit to eat at snack time. They get a cup and pour their own water capably when they want a drink. Children confidently move around the setting choosing and guiding their own play and learning, because resources and activities are readily available to all. Children are supported well to begin to read and write through the use of visual signs, symbols, notices, numbers and words around the nursery. There are appealing, well-resourced quiet areas both inside and outside for children to sit and read books. Good hygiene practices are adopted. Meals and snacks are well balanced and nutritious. Children are confidently learning about how to keep themselves safe and take risks within a safe environment. Babies, toddlers and pre-school children have good opportunities for physical exercise

outside using a variety of high quality outdoor play equipment where they can develop their balancing, jumping, and climbing abilities.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| 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                                | 2 |

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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| 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       | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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