

# Inwood Nursery

Inspection report for early years provision

---

**Unique reference number**

EY442482

**Inspection date**

02/07/2012

**Inspector**

Sara Bailey

**Setting address**

26 Wrington Road,, Congresbury, BRISTOL, BS49 5AR

**Telephone number**

01761452576

**Email**

markbaldaro@hotmail.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 2012

## 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).

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**

Inwood Nursery registered in 2012 under new management. It is an established nursery in the village of Congresbury, near Bristol, North Somerset. The nursery is registered on the Early Years Register to care for 46 children in the early years age range, 16 of whom may be under two years of age. There are currently 64 children on roll. The nursery operates from the ground floor of a two storey building. There is a baby room and a pre-school room, each with its own facilities for toileting and sleeping. There are enclosed outside play areas. The nursery has chickens and ducks, which children have supervised access to. The joint owners, one of whom is currently training towards an early years level 3 qualification, employ a manager, deputy and five nursery staff. All of these hold a level 3 qualification. The nursery is open all year from 8am to 6pm.

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

Overall the quality of the provision is good.

Children are making good progress overall and their individual needs are met effectively. They are safe and secure and, overall, they learn about healthy lifestyles. Staff work closely with parents and other settings to ensure consistency. The nursery has a strong capacity to maintain continuous improvement. Staff make effective use of self-evaluation to target areas for further development.

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

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

- help children understand that good practices with regard to hygiene can contribute to good health, with particular regard to staff acting as good role models
- enhance children's personal, social and emotional development by supporting their growing independence at snack time and extending opportunities for babies to interact at mealtimes.

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

Safeguarding children is well-considered, with comprehensive policies and practices in place. All staff have either completed or are booked on to safeguarding training to help everyone feel confident in this aspect of their work. Risk assessments are effective for the areas children use on a daily basis. This helps to keep children safe at all times.

The management is effective at embedding ambition and driving improvement. They stimulate the enthusiasm of staff through their commitment to training and new ideas, replenishing resources and decorating the nursery to be a bright welcoming environment. Staff morale is high and everyone is working towards realistic yet challenging goals for the future to further improve outcomes for children. The nursery's self-evaluation is effective. For example, immediate changes to the premises and procedures since registration have already made positive improvements and many more quality improvements are planned or in the process of being tackled.

Resources are of good quality and used skilfully by staff to support children's learning and development most of the time. However, at mealtimes a range of different feeding chairs are used for the babies which means that they do not sit at the same level. This impacts on their social interaction.

Equality and diversity is promoted strongly. There are lovely displays of different cultures around the rooms. These include posters of children from around the world and children's art work of flags from different countries, in line with their learning about the Olympics and Euro 2012. Children use toys and books which reflect diversity and both boys and girls have equal access to all resources. Staff reflect on children's learning and development to help ensure children's individual needs are identified and children are supported as required.

Partnerships with parents are positive. There are effective systems for information sharing about individual children's development through daily diaries, photographs and progress records which are taken home to share with the wider family. A welcoming entrance with photographs of the staff, notice board with newsletters and clear information about the Early Years Foundation Stage contributes to the parents being well-informed about the nursery.

Management are proactive at establishing partnerships with other settings that children attend, in order to meet their individual needs. Letters and telephone calls to share information about children are effective at identifying children's next steps for development.

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

Babies and children are very happy, settled and engrossed in their play. They are making good progress towards the early learning goals in all six areas of learning and are developing good skills for the future. Babies benefit from the opportunity to explore toys and resources through messy play. For example, they play with paint poured into a large tray on the floor with toy cars to make tracks onto paper. Children learn about the world around them through caring for chicks hatched at the nursery. They develop their learning by participating in a range of linked activities, such as making nests, painting chick pictures and making chick-shaped cookies. Children develop a good vocabulary through the staff's interaction. They learn about numbers and numerals through meaningful posters, such as

photographs of themselves to show one, two three, four and five in a picture. They count as a group to high numbers to show how many children are present, with more able children helping younger, less-able children to develop counting skills. However, able children are not sufficiently challenged in all of their self care skills, for example, they do not have the opportunity to pour their own drinks or select their own food at snack time.

Children benefit from a good diet of healthy, nutritious food. For example, they enjoy a platter of fresh fruit and malt loaf for morning snack, while babies enjoy a cereal and milk breakfast. Lunch is a home-cooked, balanced meal with fresh ingredients such as a sausage casserole with mashed potatoes and peas. Special diets are well catered for to meet individual needs. Overall, children learn about good hygiene practice but staff do not always act as good role models. For example, some do not wash their hands after wiping babies' noses and they put bowls of babies' food on the floor in between mouthfuls, which is not hygienic.

Children and babies feel safe and secure as they are cared for by consistent, key staff in small, designated areas. They learn about safety from participating in regular fire evacuation drills. Babies benefit from relaxing music being played in the background and clearly feel secure even with visitors present. For example, they continue to be cheeky and chatter away. Children learn about rules to keep themselves and their friends safe.

Children are well behaved and respectful of each other. They learn how to share and take turns, sitting well for long periods of time to listen to each other, answer their name at registration and say 'good morning' to each other. Children are excited to participate in tidying away the toys before lunch, due to the stimulating, energetic music played and the praise and encouragement from staff. They are also very proud of their stickers for helping. Children have good self-esteem due to this and they have positive relationships with the staff and their peers, seeking out affection when tired or upset.

## 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)

