

100 Acre Wood Day Nursery

149 Church Road, Frampton Cotterell, Bristol, Avon, BS36 2JX

Inspection date	13/12/2012
Previous inspection date	11/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Collaborative work with parents and partnerships is well established. It makes a strong contribution to children's achievement and well-being.
- Staff have high expectations of children attending the nursery. All children make good progress in their learning and development.
- The nursery uses signs and symbols highly effectively to help young children, and children who do not use speech, to communicate.
- Interesting multisensory experiences capture children's interests, and sustain their motivation.

It is not yet outstanding because

- Outside there is less opportunity for children to learn about words, shapes and numerals in a purposeful context.
- Older children have limited opportunity to interact with age-appropriate computer software.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in five playrooms and in two outside play areas.
- The inspector completed a joint observation with the manager of the provision in the pre-school room.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.
- The manager held meetings with the provider, two managers of the provision and three practitioners.
- The inspector looked at children's assessment records and the nursery's planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Sandra Croker

Full Report

Information about the setting

100 Acre Wood Day Nursery is privately owned. It opened in 1999; and has been under the current management since November 2004. It is one of four nurseries in the area under the same ownership. The nursery operates from a semi-detached property in the

village of Frampton Cotterell, South Gloucestershire. Children have use of three play areas on the ground floor and two rooms on the first floor. There is a fully enclosed rear garden for outdoor play.

The nursery registered on the Early Years Register. There are currently 63 children aged from birth to under five years on roll. The nursery provides funded early education for two, three and four year olds. Children attend for a variety of sessions. Staff support children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery is open each weekday from Monday to Friday from 7.30am to 6pm. It is not open on bank holidays. There are 14 staff employed to work with the children; of these, one has an early years qualifications at level 2, ten have early years qualifications at level 3, and three have an early years qualifications at level 4 or above.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the skills children develop using age-appropriate programs on the computer.
- create an outside environment rich in print and display numerals and shapes in purposeful contexts.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programmes provide interesting and challenging experiences that meet the needs of all children. Children eagerly arrive at the nursery becoming quickly engrossed in plenty of stimulating resources. Staff foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities. Pre-school children enjoy writing sentences with magnetic letters to include their name and age. Inside the environment is rich in print, numerals and shapes, and they make an effective display. However, outside there are limited displays in purposeful context.

Children enthusiastically make a train track from cushions, upside down chairs and tinsel strings. Staff thoughtfully point out safety issues but children confidently take considered risks. Staff effectively encourage children to learn together and from each other. They

successfully help children talk about what they are doing and value their ideas. Staff strongly supports children's engagement in imaginative role-play. They successfully introduce vocabulary to help children to talk about their observations and experiences linked to role-play food. Children explore ideas as they combine foods together to represent new food products. Children excitedly prepare different drinks, imaginary pizza toppings, and laugh with staff at the strange concoctions. Learning is extended as children become interested in where foods come from. Staff promote their interest, talking about different parts of the world.

Children enjoy electronic toys that help them learn letter sounds; and technological toys like cash tills, and mobile phones. However, there is limited opportunity to interact with age-appropriate computer software. Children are fascinated by the tub of ice brought in from the garden. They poke and stroke it eagerly to make sense of what happened to the water. Staff effectively introduce new words to match their observations. Children look with fascination at their plastic water bottles left out overnight. Staff encourage them to compare each one to see how some have more ice in than others do. Children confidently explain how those with more water had less frozen ice in there.

Staff have high expectations and successfully challenging and meet the needs all children. Younger children enjoy the rhythmic patterns in a story. Children join in eagerly using actions and words. Staff use the story session to promote children's understanding of simple questions using 'who', 'what', and 'where'.

Outside they excitedly run around energetically playing with a rich selection of resources, climbing, kicking balls, and enjoy the wide range of opportunity to tackle different levels and surfaces. Babies move freely in the large grassed front garden. Staff chat using lively voices about the sounds outside, birds in the sky, frosty grass, cold air and leaves crunching on the ground. Babies proudly point out displays they have helped to make. For example, handprints effectively converted into menorahs displayed to promote children's awareness of this symbol from the Jewish Faith.

Staff have a secure knowledge and understanding of how to promote the learning and development of young children. Assessments of children are effectively in planning suitably challenging activities. Staff consistently demonstrate that all children are progressing well towards the early learning goals. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently. The key person system's successful engagement with parents, secures effective, targeted strategies, for all children. They confidently acquire the key skills needed for the next steps in their learning.

The contribution of the early years provision to the well-being of children

Staff are consistently supportive of children's own efforts and developing independence. Young children enjoy feeding themselves with a spoon at breakfast club. They confidently sign and say 'please' when asking for more food. Pre-school children run excitedly to welcome toddlers arriving. Relationships are strong, as all children initiate conversations.

Staff are good role models; listening carefully to children's news and helping them explain it to others.

Children show they feel safe as they confidently say goodbye to their parents. Older children find their photograph to confidently self-register on arrival. They are helped to show how they are feeling by where they put their photo, a system thoughtfully developed by staff.

The nursery is a stimulating, well-resourced and welcoming environment where children of all ages go to play eagerly together. Staff support children's all-round development and emotional well-being effectively. All parents are pleased to talk to staff as their children receive an enthusiastic welcome. Parents effectively exchange information about their children's welfare and learning. The manager ensures young children and those with additional needs have an effective communication daily sheet.

Children enjoy breaking the ice outside by stamping on it in their wellingtons. Staff point out how to take care because the ice is slippery, to help children learn about their safety. Children are responsibly encouraged to take risk; while they are well supervised. Children are motivated to be active and staff promote how energetic play keeps them healthy. Children happily take on responsibilities e.g. chop fruit, pour drinks and pass around plates of food. Self-service at lunch is highly effective. At breakfast club and snack, there are healthy food options responsibly available. The snack bar system helps children to learn to be independent. Children proudly explain that they wash germs from their hands before they eat. They are competent at managing their personal needs relative to their ages. Each child has a key person who ensures that their learning and care meets their individual needs.

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

The provider has a good understanding of her responsibility to make sure the safeguarding and welfare requirements of the Early Years Foundation Stage are covered. She makes sure all staff, have a secure understanding of safeguarding policy and procedure. The manager records information about staff qualifications, identity checks and vetting processes. She ensures staff receive effective induction training to help them understand their roles and responsibilities. This includes information about the nursery's equality and behaviour policy. Effective supervision provides support, coaching and training for staff and promotes the interests of all children. Staffing deployment successfully meet the needs of all children and ensure their safety. There is a clear policy, and procedure, for assessing any risks to children's safety, and staff review risk assessments regularly. Arrangements for safeguarding children are strong and well embedded.

The provider has a good understanding of her responsibility to make sure the learning and development requirements of the Early Years Foundation Stage are covered. Staff monitor the areas of learning and development, which shape activities and experiences. Children

successfully acquire the necessary knowledge, skills and understanding to reach the early learning goals. Staff monitor activities skilfully to provide activities involving especially the use of touch and movement. The nursery's well-developed multi-sensory teaching methods strongly meet the needs of all children and effectively close gaps in achievement. Staff have a good, secure understanding of the areas of learning and how children learn. There is an efficient assessment procedure in place for measuring children's progress. An effective and well-established programme of professional development is helping practitioners to improve their practice.

Thorough self-evaluation takes into account the views of staff, children and their parents. For example, the nursery identified the need to develop the garden, and plans have productively made it an interesting learning environment. Parents worked well with staff to secure more opportunities for children to go on outings. Strong partnerships with parents and external agencies, consistently contribute to meeting children's needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY299365
Local authority	South Gloucestershire
Inspection number	894398
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	20 - 17
Total number of places	46
Number of children on roll	63
Name of provider	Lisa Marie Woodman
Date of previous inspection	11/11/2008
Telephone number	01454 772117

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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