

Abbeywood Tots Day Nursery

Tyndale Primary School, Tyndale Avenue, Yate, BRISTOL, BS37 5EX

Inspection date	17/01/2013
Previous inspection date	17/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are happy, confident and staff know them well. As a result children's individual needs are met well.
- Children are progressing well in all areas of learning relative to their starting points.
- The setting meets the safeguarding requirements and therefore promotes children's welfare effectively.
- There is regular sharing of information between parents' and other professionals which helps to promote children's care and learning needs.

It is not yet outstanding because

- The routines of the setting mean that sometimes children do not have time to complete their activities, such as role play, before being moved on to the next activity. As a result children are not always able to have uninterrupted time to play and explore.
- Many policies and procedures have not been regularly reviewed and updated in line with the recent changes to the Early Years Foundation Stage requirements.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the owners about the provision
- The inspector spoke to the manager, and some staff members.
- The inspector observed the children at play both inside and outside.
- The inspector spoke to and took into account the views of the children and parents.
- The inspector sampled the setting documentation.

Inspector

Hilary Tierney

Full Report

Information about the setting

Abbeywood Tots Day Nursery was registered in August 2010. It is one of six nurseries owned by the same proprietors. The nursery is situated in the grounds of Tyndale Primary School. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently the setting opens Mondays to Fridays, term times only from 9am until 3.30pm. Sessions operate from 9am until 12 noon and from 12.30pm until 3.30pm. The nursery will open all year round from 7am to 6pm if parents require this facility. There is secure outdoor play space. There are currently 29 children on roll in the early years age group. The group is in receipt of free early educational funding for children

aged two, three and four years. The nursery offers support to children with special educational needs and/or disabilities and children who have English as an additional language. A team of three staff work with the children, all of whom hold relevant qualifications, including qualified teacher status.

What the setting needs to do to improve further

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

- review and regularly up date policies and procedures so they are in line with current legal requirements
- improve routines in the setting so that there is time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities

Inspection judgements

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

Children are happy and eager to learn. They progress well relative to their starting points. The staff know the children well and meet their individual needs effectively. Children enjoy the activities on offer and are given choices about what they would like to take part in. This helps to promote children's independence and encourages them to make choices. However, at times the routine means that children who are involved in their play are told to tidy up, before they are offered the opportunity to go outside. As a result, the children who do not want to go outside have their play interrupted.

Children take part in a balanced range of both adult led and child led activities. For example, an adult led activity is organised and children enjoy being able to create fish with shiny paper where they confidently cut this up and stick it to another shaped piece of paper. This helps to develop their physical skills and is an activity that developed from a story the children have been read. They take their work to the school to show staff what they have been doing. Children enjoy looking at books alone and together with the staff. They look at pictures and actively talk about the story, recognise colours and the shapes of the fish. This helps with their language development and mathematical awareness.

Children enjoy exploring different textures and enjoy mixing the sand and water together and talking about how it feels. This activity develops into putting sand on the tables and making volcanoes. A member of staff then uses special ingredients to make the volcano

erupt. The children enjoy this and staff use this opportunity to ask many questions to help them think and problem solve. A group of children enjoy water play in the sink. They use nets to find shells and other items in the water. They enjoy pouring and collecting the water in containers.

Children's imagination is encouraged and they enjoy playing with the small world toys. They interact with the member of staff who effectively uses open questions to help children think and develop their play. Children have easy access to writing materials and are beginning to mark make. Children take pride in their work and confidently show each other what they have done. They put their work in drawers ready to take home. Staff actively develop children's knowledge of diversity in the community and resources are balanced and easily accessible.

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

Children demonstrate that they feel safe and secure in the setting. As a result they are confident and eager to learn. The key person system works well and good relationships between children and their key person are developed. The staff show warmth and care towards the children as they interact together. As a result, children enter the setting happily and the staff successfully help prepare them for their future transitions. For example, moving on to school.

Staff have recently reviewed security procedures, to help ensure that safety is maintained when children are being collected or left at the setting. Children understand the rules of the setting and are well behaved. They interact well with their friends and learn about sharing and taking turns through careful explanations from staff. For example, when a child takes a toy from another, a member of staff carefully explains to the child why this is wrong and how important it is to share and be nice to each other.

The staff are effective in promoting children's understanding of adopting good personal hygiene procedures. They actively encourage children to wash their hands before eating and after using the toilet. Children's independence is encouraged during snack times, as they help set the tables. Children understand that once they have eaten they take their plate and cup to the sink and they are able to help the staff to wash up. Children enjoy regular time outside whatever the weather. They enjoy being able to explore the outside play space where they can climb, run, balance and ride bikes. This helps to support children's understanding about healthy lifestyles and helps them learn about the world around them. At times staff interrupt children's play, by asking them to tidy up the resources and giving the children the option to go outside. However, those children who do not want to go out have to find another activity because their play has been interrupted.

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

The staff provide a warm, caring environment for the children in their care. They are aware of their responsibilities in meeting the safeguarding and welfare requirements. The detailed risk assessments have been reviewed recently following an incident. As a result, security of the premises has been improved to ensure that all children are supervised well and their safety is maintained. However, although some policies and procedures have been reviewed and updated there are many that do not reflect the recent changes in the Early Years Foundation Stage requirements. The fire evacuation procedures are regularly practised with children. This helps to promote children's safety when at the setting. There are good recruitment and induction procedures in place and as a result, all staff are cleared as suitable to work with children. Staff use peer observations, mentoring and regular in-house training to help with their professional development. This means that staff are motivated to provide good quality childcare.

The staff and management understand their responsibilities to meet the learning and development requirements. The staff complete detailed observations and assessments on the children in their care and consequently they are able to identify children's next steps and plan for their future learning. The evaluation of practice has been fairly effective. As a result, some areas to develop have been clearly identified. However, some areas such as the fact that some policies and procedures have not been successfully reviewed have not been identified.

Good partnership working is in place. Staff share regular information with parents. Regular newsletters, the notice board and verbal exchange of information help keep parents informed about their child's progress. Most parents are very happy with the care provided and the information shared with them. Parents are invited in to the setting regularly to share information. The well-established settling-in period ensures that children have the opportunity to settle quickly and parents are able to feel confident that their children are happy before they leave them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY415835
Local authority	South Gloucestershire
Inspection number	901052
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	29
Name of provider	Abbeywood Tots Day Nursery Ltd
Date of previous inspection	17/03/2011

Telephone number

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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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