

Aristo-Tots Nursery

57 Goldington Road, BEDFORD, Bedfordshire, MK40 3LH

Inspection date	15/08/2013
Previous inspection date	03/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress at the nursery because staff monitor their learning and development closely, putting into place plans for further support if needed.
- Staff support older children to become very well prepared for school as they become independent, curious and excited in their learning.
- Children are respectful and polite towards each other. They behave well because staff are good role models for them.
- Staff enjoy working at the nursery because they feel supported by the close team and supportive management of senior staff. Consequently, staff turnover is low and children experience continuity in their care.

It is not yet outstanding because

- Children who choose not to sleep sometimes cannot explore the full range of toys on offer as staff encourage them to stay in one room, with less resources available.
- Staff do not always explain to children why they should not eat food that has fallen on the floor to help them to understand about germs and preventing the spread of infection.
- There is scope to more closely monitor the impact of any changes and improvements made within the nursery, so that staff have precise information about what has been successful and what may need to be reviewed and altered.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed activities in all rooms where children play and learn.
- The inspector had discussions with parents, children and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Hayley Marshall

Full Report

Information about the setting

Aristo-Tots Nursery registered in 2001. It operates from a Victorian three storey building situated close to the town centre in Bedford. It serves Bedford and the wider neighbouring areas. Children have access to an enclosed outside play area.

The setting is registered on the Early Years Register and also the compulsory part of the Childcare Register. The nursery is open each weekday for 51 weeks of the year from 7.30am to 6.30pm. There are currently 113 children attending in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two-, three- and four-year-old. The nursery supports children who speak English as an additional language. There are 20 full-time staff who work with children. The manager and deputy manager hold a relevant level 4 qualification. One member of staff is qualified at degree level, 15 further staff hold a relevant level 3 qualification and one member of staff is qualified at level 2. The nursery employs a cook.

What the setting needs to do to improve further

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

- ensure that children experience rich varied and imaginative learning opportunities at all times, such as when other children are sleeping
- support children's learning about germs and minimising the spread of infection by explaining why they must not eat food that has fallen on to the floor
- monitor the effectiveness of the smaller changes made within the nursery and analyse if these need to be changed, revised or built upon to ensure their success.

Inspection judgements

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

Children are happy and content at the nursery. They make good progress in their learning and development because staff monitor them closely. They observe children during their play and plan for their next steps in learning. This helps staff to identify when children do not meet expected targets and take swift action to ensure they receive extra support. Staff provide children with plenty of opportunities to experience challenge in their play. Children generally control and guide their own learning following what interests them. For

example, young children enjoy the sensation of using ink printing pens to make splodges on paper and on their hands. Children can reach toys and equipment they want to play with because it is clearly labelled and within easy reach. At times, however, such as when other children are sleeping, some children cannot fully explore all of these good opportunities as staff encourage them to stay in the story room.

Children are capable communicators who express themselves well. Staff talk to them throughout the day, getting down to their level and modelling language. When children mispronounce words, staff model the correct pronunciation back to them. Babies hear singing as staff soothe them during sleep times and engage them in lively songs with actions. They begin to show interest in this and attempt to copy the sounds. Older children are articulate as they express their needs and desires. Staff listen to what they say and ask open-ended questions helping children to become critical thinkers. Staff are aware that children copy what they say and ensure that they praise them for listening and following directions, building their self-esteem. The good use of pictures and sign language helps support children who speak English as an additional language as they develop their understanding.

Children make good progress in their physical development as they play in the well-resourced garden. Inside, children have opportunities to climb into wooden play dens and rockers. This develops their balance and coordination. Older children learn to walk up and downstairs as they go to and from the garden. They hold on to the bannister as they climb to steady themselves, showing that they are learning how to safely control their movements. Children gain good use of the smaller muscles in their hands as they use tools and equipment in their play. Older children use wipe-clean boards to write plans and messages. They create pictures using their own ideas and talk with confidence during their play. For example, children play with farm animals and decide that it is a pig's birthday. They invite other animals to the pig's party and talk about what present they will bring. Children become engrossed in their play and are enthusiastic about their ideas. This demonstrates that they are acquiring the important skills and attitudes they need to be successful in their future learning and their very good preparation for school. Children further prepare themselves for school by role playing teachers. They talk about their excitement at starting school and what they think they will learn.

Parents share in children's learning as they attend regular parents' evenings to find out what children learn. A daily diary helps parents to communicate children's achievements at home and staff build upon these at the nursery. The two-way flow of information between home and the nursery and close partnerships with parents helps children to experience continuity in their learning.

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

Children attend the nursery for a settling-in period helping them to become familiar with the environment and their key person. Staff monitor children closely during this time and work with parents to ensure that they follow their home routines. Staff are affectionate

and tactile with children. They recognise when children need help to settle to sleep and spend time with them, rocking them in their arms. Older children show their close bonds with staff as they tell them they can join in with their play and that they deserve a sticker. Staff prepare children for changes in their routine and give them warning when a change is about to happen. This helps them to feel content as they know what to expect. Children are polite and respectful of each other. Older children know when it is their turn as they use sand timers as a visual prompt. Staff are positive role models for children and their thoughtful interactions mean children learn good social skills. Children behave well and understand boundaries as staff explain to them about expectations for behaviour.

Children eat meals which the nursery cook prepares freshly each day. They eat healthy snacks which are balanced and nutritious. Children pour themselves a drink when they are thirsty and staff offer younger children regular drinks. Frequent use of the outside area and walks around the local community help children to get fresh air and exercise as part of their routine. Staff encourage children to rest after activity and sleep times are calm. Children use their own bed linen and staff are vigilant in maintaining a clean and hygienic area for children to eat. Children learn about different foods during cooking activities. However, during this activity young children pick up food that has fallen on the floor and put it into their mouths. Staff discourage children from doing this, but do not explain to them the reason why to support their understanding about germs and minimising infection for themselves.

Staff prepare children well for moving into the next room at the nursery. There is a thorough handing-over period and staff complete a transition sheet outlining children's individual needs. Parents discuss children's needs and work closely with staff to decide the right time for children to make the move. This means that they are ready for the change and settle well. The nursery encourages teachers from the local school to attend the nursery to meet children, preparing them for their next stage in learning.

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

Staff keep children safe at the nursery by being alert to possible risks. They carry out regular checks of the areas where children play and take steps to minimise any potential risks they identify. Staff supervise children closely and maintain safe ratios at all times. Policies and procedures underpin staff's work with children. All staff are aware of their responsibilities in relation to child protection and explain the steps they would take to report any concerns. Staff register children's arrival and departure. Very stringent procedures are in place to ensure that only those who are authorised to collect children do so. There is a clear procedure for inducting new staff and all undergo checks to determine their suitability to work with children.

The manager communicates her drive and ambition for high standards in care to the staff team. The staff team is stable because they enjoy their work and feel that senior staff support their professional development. Supervision of staff is effective in motivating the

team who work closely and support each other. This results in high morale and low staff turnover. This has a positive impact upon children who experience consistent and continuous care by familiar staff.

The nursery is introducing changes to the routine and building. Close working with the local authority helps staff to identify areas for development. Parents contribute their ideas and staff seek children's views about the activities they engage in. However, there is scope to extend the monitoring of smaller changes made by reflecting and analysing the impact of these, so that staff know what has been successful and can make informed decisions about when to make further adjustments. The nursery has successfully addressed recommendations from the previous inspection showing their good capacity to maintain ongoing improvement in the future.

The nursery monitors children's development closely. Staff share the 'progress check at age two' with parents and encourage regular discussions about their child's learning. As staff are approachable, parents form close professional relationships and feel supported by them. This means that staff develop accurate records of what children can do and help all children to make good progress. Parents are very happy with the care their children receive and are highly complimentary of the 'friendly staff' and 'homely environment' the nursery offers.

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 action. 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	219230
Local authority	Bedford Borough
Inspection number	908640
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	76
Number of children on roll	113
Name of provider	Aristo-Tots Private Nursery School Ltd
Date of previous inspection	03/03/2009
Telephone number	01234 360500

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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, which are usually the childminder's 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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