

# Pooh Corner Day Nursery

Bethseda Methodist Church, Down Road, Winterbourne Down, Bristol, Avon, BS36 1BN

<b>Inspection date</b>	28/01/2014
Previous inspection date	14/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children learn good independent skills.
- Positive interactions from staff and the introduction of the Every child a talker programme promotes children's communication skills well.
- Staff know their children well through effective assessment arrangements and plan a broad range of exciting experiences.

### It is not yet good because

- Although staff identify hazards to children, they do not always take prompt action to minimise temporary risks to children's safety.
- Staff do not always keep an accurate record of children's attendance to fully promote their welfare.
- Although staff have regular supervisions, this does not include observations of their practice to help drive continuous improvement.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children of all ages playing in the nursery and all children, except the babies, playing outside.
- The inspector spoke to children and staff at convenient times.
- The inspector considered the written views of parents.
- The inspector sampled documentation, including safeguarding practice, self-evaluation and children's learning diaries.
- The inspector and the pre-school room manager completed a joint observation.

## Inspector

Rachael Williams

## Full report

### Information about the setting

Pooh Corner Day Nursery is a private nursery that was established in 1997. It operates from a church hall in Winterbourne Down, South Gloucestershire. Children are grouped by age in two playrooms, which are accessed by a small flight of stairs or a stair lift. In addition, the ground floor hall may be used to provide additional space for pre-school children on busy days. Children have access to an enclosed outdoor play area. The nursery is open from 7.45am to 6.00pm, Monday to Friday, all year round excluding Bank Holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 48 children on roll in the early years age range. The nursery is in receipt of funding for free early education for two-, three- and four- year-old children. The nursery supports children learning English as an additional language.

The manager holds an early years qualification at level 3. She is supported by seven members of staff; of these, five hold early years qualifications at level 3 or above.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure prompt action is taken for all identified risks to fully promote children's safety across the setting
- improve documentation systems, with particular regard to maintaining an accurate record of children's times of attendance for those children aged over two years.

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

- enhance professional development arrangements to further promote consistency in practice, for example, using management and peer observations.

## Inspection judgements

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

There are effective systems in place to plan for children's learning so that they are able to make the best possible progress in all areas of their learning. Staff have good understanding of children's capabilities through detailed and regular observations of their

engagement in activities. This enables staff to have a clear picture of children's learning priorities. Parents are actively involved from the onset, providing staff with key information on children's starting points and their interests. Staff regularly provide parents with a summary of children's progress, including the progress check for two-year-old children. Parents contribute to the learning diaries and add 'apples' to the achievement tree of new things children have accomplished at home.

There is a good balance of adult-led and child-initiated activities. For example, a focused activity encourages children to make snowflakes. Staff demonstrate how to make a snowflake, explaining to children throughout what she is doing, so that children become aware of the process. Children confidently ask for help from familiar adults, such as how to use scissors. Staff support children well so that they have the confidence to have a go independently. Children learn about the effects exercise has on their bodies as they continue the winter theme in a music and movement activity. They move in different ways, such as marching loudly and tip toeing quietly. Staff introduce some ideas and then ask the children for their contributions.

There are good opportunities for children to be outside and active. Older children talk about what they need to wear in the very wet and muddy conditions. Children thoroughly enjoy splashing in the puddles. There is good interaction from staff to develop children's ideas as they build a den to represent a bear cave from a familiar story. They describe what they are doing and where they are going and compare the size and patterns of their footprints in the 'squelching' mud. Children develop good physical skills as they practise skills learnt at a forest school day. They handle the vegetable peeler safely as they whittle. Staff remind children of boundaries, such as not climbing on the bank or treading on the new grass. Toddlers enjoy climbing the slide. They wait patiently for their turn and listen to instructions, such as not standing at the end of the slide to keep themselves and others safe. Toddlers tackle tasks confidently, for example, to balance on the blocks in muddy boots. Children are aware of their own needs, such as showing an adult their hands exclaiming, 'muddy, wash'. Staff listen to children's views. For example, some children decide that they do not wish to play outside and decide to draw. Children mark-make well and give a clear explanation of what they are doing, such as drawing a picture of mummy with 'blue eyes' and 'black, curly hair'.

Children develop good communication and language skills in readiness for their next stage in learning. Staff consistently talk to the children helping them understand what they are doing and why, using ideas from the 'Every child a talker' programme. This particularly supports children learning English as an additional language. There are good opportunities for babies to enjoy sensory play. For example, staff interact well with the children, providing a narrative of what the children are doing, such as 'you are pouring the sand from the large pan to a small one'. Staff value babies' developing speech, responding well to their babble. Toddlers are encouraged to identify the farm animals in the box. Children select a cow and state 'it's a moo'. Staff value children's attempts and correct them respectfully stating, 'that's right, it's a cow and it says moo'. Therefore, staff introduce children to new language through positive interactions. Staff promote children's interests well. For example, noticing babies' enthusiasm in light and sound toys, staff challenge babies further with the light board. Staff interact well, introducing babies to the colour and

shape of the transparent pieces as they look through them.

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

The learning environments are warm and welcoming. There is a good range of high-quality toys and resources, which are easily accessible to the children in clearly labelled containers. Therefore, children can access these independently and make choices about their play. Staff, particularly in the baby room, foster strong relationships with the children and know them well. In the baby room, a familiar adult consistently reassures children. There are sound transition arrangements between rooms. As children become confident, they have visits to the new room and they become familiar with their new key person.

Staff provide a secure and generally safe environment for children to explore confidently. Staff are vigilant, overall, and record any risks to the children, such as door guards becoming unattached, to prevent children trapping their fingers. However, prompt action is not always taken to address these issues and therefore, children are put at risk of harm. Children learn about safety. For example, they inform a member of staff when water spills on the floor so that she can put a sign up to remind children of the hazard. Staff record any accidents and share these with parents.

Children benefit from healthy and nutritious snacks and meals. For example, pre-school children prepare a mid-morning snack of banana, apple and raisins. Children relish the responsibility of preparing the fruit and washing cups and plates when children have finished. Staff ensure that babies' bottles are stored according to parents' wishes, prepared to an appropriate temperature, and that children are held while feeding. An outside catering firm provides meals that meet children's special dietary requirements. Older children serve themselves, developing good independent skills.

Older children are aware of their own needs and visit the toilet independently. Staff support younger children well, helping them to use the potty to gain independence. There are hygienic arrangements to change babies' and young children's nappies. Staff are respectful and talk to the children throughout. Staff are aware of children's sleep routines, such as what comforters they have and how they settle. Staff check sleeping children regularly.

Children behave well. There are opportunities for children to play and learn together, such as playing board games, so that staff teach them how to take turns. Staff take time to help children build friendships. For example, babies are encouraged to roll the ball to a friend and staff enable children to learn each others' names. Children are aware of expectations as staff provide gentle reminders. Children are familiar with routines, such as putting aprons on to play in the water. Children listen well to instructions and help to tidy away, ready to play outside. They learn good independent skills as staff encourage them to put their own boots and coats on. This supports children in their next steps in learning.

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

## provision

Generally, staff have sound knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, there are breaches in these requirements which mean children's well-being cannot be fully assured. Although staff maintain ratios and supervise children appropriately, the systems in use for recording children's attendance are not always fully effective, particularly regarding the attendance times for toddlers and the pre-school age children. Staff complete risk assessments of the premises. However, they do not always take prompt action to address identified risks. For example, when boundary fencing which prevents children accessing stacked logs and wood is removed, staff do not review the risk assessments promptly to help minimise risks to children. This means at times, children's safety is not fully addressed. Nonetheless, staff do supervise children appropriately and discuss identified risks and any additional identified hazards with children to increase their awareness of keeping themselves safe. There are satisfactory recruitment and induction arrangements to ensure suitable staff work directly with the children. Staff have sound knowledge of child protection issues and understand the setting's safeguarding policy and procedure. This includes knowing they are not permitted to use mobile phones and cameras in the setting. All staff receive appropriate training to enable them to take prompt action if they have a concern about a child in their care.

There is good partnership with parents. The key person ensures that they obtain relevant information from parents before children start at the setting, such as their routines and keywords in their home language. This helps to ensure that staff meet children's individual needs from the onset. There is good information available to parents about the provision using the welcome pack, information on the key person role, a communication diary for babies, notice boards, parents' meetings and displays. Parents make positive comments about the nursery, such as about the 'friendly staff' and their 'very good understanding of the children.'

There are suitable arrangements to monitor staff's professional development. The management team completes regular supervisions and an annual appraisal. However, this system does not include observations of staff working with the children to enable consistency in practice and for staff to share and celebrate good practice. Staff are proactive at accessing relevant training, such as 'Every child a talker', Forest School and 'I want to write' to improve their knowledge of how children learn.

All staff contribute to the quality improvement plan for the nursery in order to drive improvement. Staff have made progress in addressing recommendations from the last inspection, such as ensuring that the main door is secure so that visitors cannot enter the premises unsupervised. The management team make use of parent questionnaires to obtain feedback. They regularly review these and make adjustments to the provision, such as changes to the menu. The team have created an appropriate action plan to improve the outcomes for children, such as holding a focused mark-making day following the recent training to involve children in open-ended experiences. The team regularly review planning and assessment arrangements to identify any gaps in children's learning to ensure they

are making good progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- maintain a daily record of the hours children attend (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises immediately when the need for an assessment arises and minimise identified risks promptly (compulsory part of the Childcare Register).
- maintain a daily record of the hours children attend (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises immediately when the need for an assessment arises and minimise identified risks promptly (compulsory part of the Childcare Register).

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	136058
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	917457
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Ruth Darby
<b>Date of previous inspection</b>	14/01/2011
<b>Telephone number</b>	01454 857529

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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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