

# Abbeywood Tots Community Nursery

Crossroads, The Park, Daventry Road, BRISTOL, BS4 1DQ

<b>Inspection date</b>	18/07/2014
Previous inspection date	05/07/2011

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

- All staff consistently manage children's behaviour well, consequently, children across all the nursery behave well and know what is expected of them.
- Staff effectively promote children's independence skills, helping them manage their own self-care and prepare them well for their future learning and school.
- Staff teach children good communication skills. They use effective questioning techniques and positive interaction strategies giving children ample time to respond.
- Staff use singing during play and activities with two year olds to help keep their attention and encourage them to expand their vocabulary.
- The nursery staff promote inclusive practice, which means that children's needs, including those with special educational needs and/or disabilities, are being met well.

### It is not yet outstanding because

- Staff are not always consistent in encouraging parents to share their children's interests and achievements from home.
- Staff do not always sufficiently encourage children to engage in imaginative play, to further develop their creativity.

## **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 activities in the playrooms and the outdoor areas.
- The inspector looked at documentation, including a sample of children's records, planning and staff suitability checks.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection, and of the provider's self-evaluation document.
- The inspector held meetings with the senior leaders of the nursery.
- The inspector completed a joint observation with the senior teacher of the nursery.

## **Inspector**

Dominique Bird

## Full report

### Information about the setting

Abbeywood Tots Community Nursery is one of six nurseries run by Abbeywood Tots Day Nursery Ltd. It opened in 2011. It operates from nine rooms and associated facilities in a purpose-built building, in the residential area of Knowle, Bristol. Children have access to an enclosed outdoor play area. It is open each weekday, from 7am to 6pm, for 52 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four.

The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language. There are eleven members of staff, of these one holds Qualified Teacher Status and nine hold early years childcare qualifications to at least level 3.

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

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

- further encourage parental input to share children's interests and achievements at home
- review the organisation of imaginative and creative activities to encourage children's further engagement.

### Inspection judgements

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

Children settle quickly at the nursery and are keen to explore the exciting and stimulating play activities, both indoors and outdoors. Staff work with the parents at induction to find out about each child's interests and their current stage of development. Staff know children well. They demonstrate they have a good understanding of how children learn and the ways to promote their learning, and development. Staff carry out ongoing observations. They use this information to plan activities so that they are of interest and relevant to the children. This effectively helps children move on to the next step in their learning. Staff use the assessment systems well to enable them to identify children's strengths and areas to develop further. These enable staff to organise specific learning activities to best support children's learning and development. Parents receive regular information about their child's progress. However, staff do not always encourage them to share their children's interests and achievements at home. Parents are invited to meet their key person regularly to go through their child's learning diary. The regular

newsletters inform parents of the current topics and ways they can get involved in this. For example, they share how parents can encourage their children to share what they have learnt about pirates and come up with some possible pirate names. This enables parents to further support their child's learning at home. Staff have established strong partnerships with parents. Staff celebrate the diversity within the setting and are working hard with parents to support children with special educational needs and/or disabilities. For example, staff use sign language and some visual aids to help extend children's communication skills.

The quality of teaching is good and, as a result, children are making good progress in all areas of their learning and development. Children take part in a wide range of activities. Staff are particularly skilled in promoting children's mathematical development. For example, while looking for bugs in the nature garden they talk about the position of things, and comment on what is underneath the log. Two-year-old children have great fun joining in a welcome time activity. For example, the children giggle in excitement and join in with the songs. Pre-school children have fun during a music and movement session, linking movement and dance back to their previous learning. For example, their current topic is under the sea so children sing songs about being under the sea, and move like crabs. Staff skilfully engage children when playing in the nature garden and this supports children's social skills successfully. The garden offers children an opportunity to play in a natural environment and learn about living things. Staff provide children with regular and effective learning activities to promote their understanding of the world around them.

Children have dens to play in. They share these spaces with their friends, using these as areas where children can have social conversations and develop their communication skills. Children learn to take turns in conversation and listen to each other. Staff skilfully extend the children by questioning them to encourage them to think deeper. For example, children walk across a piece of wood and pretend it is a plank. This develops conversation and imaginative play about pirates. Staff play imaginatively alongside the children, who are engaged and having fun. However, imaginative play is not always so widely promoted by staff as other areas of learning. This means that not all children have as many opportunities to be imaginative and creative in their play. Staff are teaching children a good range of skills that will aid them in their future development. For example, they encourage them to talk about what the weather is like today, and the days of the week. All children have access to reading and writing activities. Staff are skilled in recognising when to join in with children's play, and when to sit back and observe. This gives children ample time to interact with adults, as well as giving them time to develop their own thoughts. Pre-school children recognise letters, have been successfully taught what sounds they make and they enjoy writing the letters of their names. Younger children enjoy props that accompany a story and they enable them to make links between the objects, and the pictures in the book.

Staff organise activities to help promote children's independence skills. For example, at lunch time children collect their own food from the kitchen and choose a place to sit at the table. Staff interact positively with children introducing vocabulary to build on children's language development, as well as implementing strategies to effectively support children with language difficulties. For example, some staff use gesture alongside speech to help children understand the words being spoken. Staff also use music to help children follow

the routine for tidying up. This helps all children to be included. Consequently, children are confident communicators and they chat to their friends, and confidently join in with group conversations.

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

Children build friendships with one another and play together well. Children are interested and occupied in play and, as a result, they behave well. Staff are good role models for children, they use consistent behaviour management strategies which means children know what they should be doing, and do not need to test the boundaries. Overall, the key-person system is well established and works well for children. The key person ensures that there is ongoing exchange of information between home and the nursery to help meet children's individual needs. Some parents have a good understanding of the role of the key person and they feel well supported and informed by their child's key person. The nursery uses employed casual staff to cover staff absence. This effectively ensures that there is continuity of care for the children and consistency of practice between staff. As a result, children's emotional needs are being well met.

Settling-in sessions, before children start, helps them to feel confident in the nursery. Children spend time in the nursery with their parents and key person to help them to become familiar with the environment, and build their confidence. Some children have home visits which also helps them in building relationships with their key person. Staff interact in a nurturing way with children, they always take time to listen and they provide reassurance when children feel unsettled. They recognise when children are struggling with things and work with parents to support children to overcome them. For example, staff share tips for toilet training to give a child consistency at home and nursery. Staff regularly praise children, which builds their self-esteem. At mealtimes staff sit with children, which makes it a social time. Staff talk to children about their morning, which develops children's conversational skills. Children have meals freshly cooked on the premises that promote healthy eating and a balanced diet. Meals suit all dietary requirements and all children eat the same meal to promote equality. The nursery has been awarded a 'Food For Life' Gold Award and only serves organic produce. Staff encourage children's personal independence skills. For example, children wash their own hands before meals. This helps children to be ready for school, and helps them to develop good personal hygiene routines. Staff plan for lots of physical activities indoors and outdoors to promote children's awareness of healthy lifestyles.

Staff demonstrate a clear understanding of their roles and responsibilities and keep a safe and secure environment for children. They implement a range of policies and procedures and carry out regular risk assessments of the areas used by children. This significantly minimises hazards to children. Children move safely between different areas indoors and outdoors, and are well supervised by staff. The garden are used well to ensure that children are getting fresh air and regular exercise, which benefits their health and well-being. Staff and children take part in regular fire drills, as a result, staff and children are clear of how to evacuate the premises safely in an emergency.

The nursery environment is well resourced and provides children with a wide range of good quality resources, and play equipment. Toys and resources are organised well, clearly labelled and are stored in furniture at children's height, which means that they can access them freely and independently.

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

Staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are familiar with the nurseries safeguarding policy and have had training to help them identify any child protection issues promptly. All staff are clear about the procedures they must follow if they have any concerns about children in their care. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Parents are well informed of the nurseries policies and procedures. All the required documentation is implemented and well maintained to ensure that children are safe and secure.

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. There are comprehensive systems implemented to assist staff in monitoring children's progress effectively, including those relating to observation, assessment and planning. The senior teacher of the nursery has responsibility for monitoring the delivery of the educational programme and does this effectively. This means that children are well supported to make good progress in their learning and development. The staff team are well trained and highly enthusiastic. They work well together to ensure consistency of care and learning for children.

The nursery senior leadership team all demonstrate a drive to promote self evaluation of their practices. There are several strategies implemented that allow the staff team to reflect on what is going well and what they want to develop further. The managers support staff well to ensure that they have regular opportunities to enhance their professional development. Staff receive regular and effective supervision, which provides them with opportunities to listen to feedback about their performance. Staff are clear about their roles and responsibilities and are well updated on current issues. The nursery staff have completed detailed self-evaluation processes which clearly prioritise areas for future development. They regularly monitor all these systems to ensure that they are still working effectively for the nursery staff.

There are strong partnerships with outside agencies, local childrens centre and others involved in children's care. This helps staff meet children's needs effectively. Staff have good links with the local schools and organise times to share information, and visits to prepare the older children for their move on to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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	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>	EY421623
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	845274
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	61
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Abbeywood Tots Day Nursery Ltd
<b>Date of previous inspection</b>	05/07/2011
<b>Telephone number</b>	01179693990

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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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