

Pooh Corner Day Nursery

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



Inspection date

9 February 2015

Previous inspection date

28 January 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Not all staff understand and implement the setting's observation, assessment and planning system consistently, meaning they do not complete precise assessments of children's learning and development or plan challenging activities.
- Staff do not use effective questioning techniques or give children enough time to think and respond to their questions.
- Staff do not plan well for children's use of the outdoor space to cover all areas of learning, and stimulate and challenge children's learning further.
- Not all staff encourage parents to share children's home interests and achievements to inform the activities they plan.

It has the following strengths

- Behaviour is good because staff regularly praise children and set clear expectations.
- Staff are warm towards children and, as a result, children are happy and feel secure.
- Staff promote children's independence well, particularly in the pre-school, helping the oldest group of children prepare and be ready for starting school.
- Staff promote children's mathematics well, helping children develop a good understanding of colour, number and categorising.
- The leadership team have started to put an action plan together for the areas that require improvement. They show a commitment to ongoing development of the nursery to improve outcomes for children.

What the setting needs to do to improve further

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

- ensure that all staff use observation, assessment and planning effectively across all rooms, so their assessments of children are precise and used to plan challenging activities
- improve children's language and communication skills to increase their thinking and promote their language development.

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

- develop how children use the outdoor area to engage in an exciting range of learning experiences which highly stimulate and challenge their all-round development
- enhance partnership working with parents so that all staff consistently promote parental involvement in the planning, observation and assessment of their children's learning.

Inspection activities

- The inspector held leadership and management discussions with the managers and nominated person at appropriate times during the inspection.
- The inspector observed activities and staff interactions with children in the rooms and the outside learning environment.
- The inspector looked at documentation, including a sample of children's records, planning and records, and staff suitability checks.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the general manager of the nursery.

Inspector

Dominique Bird

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Overall, observation, assessment and planning are inconsistent across the nursery. Not all staff base their planning securely on children's interests and current achievements, which slows children's progress. Individual staff take responsibility for the learning of groups of children. They do not always use the information they gain to plan what children need to learn next, including children's current interests and achievements at home. Consequently, the quality of teaching varies across the nursery. Some teaching in the toddler and pre-school rooms is strong. This motivates children and offers interesting and challenging experiences. For example, when children play games, staff teach them to use dice to count, and outside, they play games where they look for coloured objects. Staff do not extend children's communication and language well throughout the nursery. For example, in the baby room, they do not always encourage the babies to make sounds and develop vocabulary, such as by commentating on what they find when exploring the treasure baskets. In the other rooms, staff do not make effective use of questioning to increase children's thinking skills and give children time to respond.

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

All children are allocated a key person when they start, helping them to form appropriate bonds with familiar people. Children are happy and confidently explore their surroundings. They comfortably chat with staff and enjoy playing alongside them. Staff teach children good hygiene skills, and ensure children have opportunities to develop their independence. They provide nutritious meals and discuss healthy options as children serve themselves at lunchtime. This helps children build an understanding of being healthy and doing things for themselves. Staff ensure children have opportunities to play outside for regular exercise. However, planning for outdoors does not stimulate and excite children's learning through exploration and curiosity. Staff teach children to behave well, and they set clear expectations for behaviour, which are consistent in all rooms.

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

Management hold regular staff meetings to ensure staff understand their responsibilities, particularly for safeguarding children. They deploy first-aid qualified staff effectively so they are on hand in the event of an accident or incident. The managers have started to monitor the educational programmes. However, these are not fully successful to develop staff skills in observation, assessment and planning. Staff appraisals and supervision provide some opportunities for them to discuss their professional development and develop their teaching skills. Staff communicate with parents about their children's needs. They use newsletters and emails to inform them of nursery topics and general information.

Setting details

Unique reference number	136058
Local authority	South Gloucestershire
Inspection number	971375
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	33
Name of provider	Ruth Darby
Date of previous inspection	28 January 2014
Telephone number	01454 857529

Pooh Corner Day Nursery is a private nursery which 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 provides additional space for pre-school children. 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 the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for free early education for two-, three- and four-year-old children. The manager holds an early years qualification at level 3, and the general manager holds an early years qualification at level 4. The nursery employs five additional members of staff; of these, two hold early years qualifications at level 3, and three staff are unqualified.

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