

Inspection of Pooh Corner Day Nursery

46 Lower Redland Road, Redland, Bristol BS6 6ST

Inspection date: 11 January 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are happy and flourish in this welcoming and stimulating environment. The excellent settling-in procedures help them to feel secure from the start. Children form excellent bonds with the enthusiastic staff who have high aspirations for them. Children make friends, play together harmoniously and successfully solve problems. For example, children confidently experiment with resources to construct a marble run.

The senior manager has a clear vision for what she wants the different ages of children to learn. Staff know all children exceptionally well and successfully implement a focused curriculum that promotes children's engagement and enjoyment. Staff monitor children's progress constantly and identify any delays in their development. Staff work exceptionally well with parents and other professionals to put in place swift support to help close any gaps in children's learning. As a result, all children, including those with special educational needs and/or disabilities and those who are bilingual, achieve the best outcomes possible from their starting points.

The educational programme for communication and language is outstanding. All children become competent communicators. Staff expertly use signs and visual images alongside words to reinforce babies' and children's understanding. Staff talk to children constantly, introduce new words to extend their vocabulary and ask effective questions to develop children's critical thinking skills. Children thoroughly enjoy regular singing and rhyming activities throughout the day, including in languages other than English. Pre-school children eagerly recall objects they found in the 'silly soup pan' earlier, and confidently recognise words that sound the same. Staff challenge them successfully to think of other rhyming words, extending children's understanding of phonics in readiness for school.

What does the early years setting do well and what does it need to do better?

- The senior manager and leaders are passionate and committed to providing an extremely high-quality provision. They constantly reflect on practice and are extremely proactive to make improvements to benefit children. For example, they have put in place excellent measures to ensure children's individual dietary needs are met. Leaders observe staff regularly and provide support to enhance their skills further.
- Staff sensitively and successfully support children's positive behaviour and promote children's levels of resilience and self-esteem very effectively. Children enjoy exploring resources in 'treasure baskets' to help them understand and manage their emotions. Pre-school children use sand timers independently to help them share and take turns with popular resources. Children show delight

when they receive 'bucket hearts' from staff, detailing what they have done well. Pre-school children proudly sing a song staff have taught them about how bright, beautiful and strong they are.

- Children develop their imagination and a love of books. They demonstrate excellent listening and attention skills for their age. Staff captivate babies and children during story times. Older children eagerly take turns to tell stories. They show respect for others' ideas, such as when children recall previous learning that the train 'is in the dark because it is in a tunnel'. Staff engage enthusiastically in pretend play with children, encouraging babies to push buttons on toy telephones and supporting older children to create 'cappuccinos' for their friends.
- Children delight in sensory play. They eagerly manipulate dough and explore squidgy gel alphabet letters with staff, talking about what the letters represent. Staff challenge children successfully to have a go and learn through trial and error. For instance, younger children dribble coloured glue onto card to make patterns and choose textured materials for their collages.
- Staff encourage children to make decisions about their play and expertly adapt activities to help children achieve. Children become deeply absorbed and concentrate for long periods. They enthusiastically engage in 'discovery sessions' and staff embed mathematics into activities. Children join construction pieces to create different shapes, persevere to thread cotton reels onto laces and talk to staff about their creations. Pre-school children delight in using hammers and metal pins to knock wooden shapes onto cork boards. They confidently count the 20 shapes on their board and recognise that this is 'more than' on other boards.
- Children enjoy a wide variety of freshly prepared, nutritious snacks and meals and regular fresh air and exercise, promoting their good health. Staff support children to take supervised risks in their physical play, and, as a result, children develop excellent coordination skills. Babies experiment with different ways of moving, on and over soft-play equipment for example, and older children show great skill as they negotiate space and transport equipment around the learning environments.
- Children develop excellent independence and self-care skills. Babies learn to feed themselves and staff teach older children to use mirrors to wipe their faces after eating. Pre-school children thoroughly enjoy taking responsibilities for tasks, such as setting and clearing away tables and chairs at mealtimes.
- Parents speak glowingly about the friendly and approachable senior manager and staff. They speak positively about the settling-in procedures which are tailored towards children's individual needs. They appreciate the support they have received from staff to promote children's learning and development. They feel well informed about their children's time at nursery and would recommend it to their friends.

Safeguarding

The arrangements for safeguarding are effective.

The senior manager and staff are vigilant with regard to monitoring child protection concerns to promote children's welfare. They demonstrate an excellent knowledge and understanding of safeguarding issues. They know the correct procedures to follow if they have any worries about a child or a colleague. Staff regularly risk assess the learning environment, indoors and outdoors, to ensure it is safe for children to play. The senior manager uses robust recruitment procedures to ensure that staff are suitable to work with children. New staff benefit from effective induction procedures to help them understand their role and responsibilities. Staff supervise children effectively to help keep them safe. For example, they sit and chat with babies and children during snack and mealtimes and check on them regularly during sleep times.

Setting details

Unique reference number	107031
Local authority	Bristol City of
Inspection number	10269497
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	61
Number of children on roll	98
Name of registered person	Pooh Corner Day Nursery
Registered person unique reference number	RP904204
Telephone number	0117 9466178
Date of previous inspection	12 June 2018

Information about this early years setting

Pooh Corner Day Nursery registered in 1990. It is situated in the Redland area of Bristol. The nursery is open Monday to Friday from 8am to 6pm, all year round. The nursery closes on bank holidays and the days between Christmas and New Year. It receives funding to provide free early years education for children aged two, three and four years. The nursery employs 24 staff who work with the children, including the senior manager, who holds a masters degree in education. 19 other staff hold relevant qualifications from level 8 to level 2. The nursery also employs two cooks and an administrator.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The senior manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and interacted with children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The senior manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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