

Abbeywood Tots Day Nursery

College Way,, Filton, BRISTOL, BS34 7BH

Inspection date	04/11/2013
Previous inspection date	13/11/2008

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The management team continually monitor and reflect on their practice to ensure exceptionally high quality outcomes for children.
- Staff give children's safety the highest priority and children develop outstanding healthy and safe practices.
- Children use a highly stimulating and well-resourced environment, which enables them to become extremely independent learners.
- Staff have exceptional partnerships with parents, outside agencies and other providers children attend, which enhances their knowledge of the unique child and ensures a consistent approach to children's learning and development.
- Staff have an outstanding attitude to ensuring equal opportunities and provide a highly inclusive environment, where all children feel valued and emotionally secure.

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 all the playrooms, the garden and the allotment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the registered person, and checked staff suitability.
- The inspectors spoke to parents and children present on the day and took account of the nurseries self-evaluation, improvement plan and parent survey.
- The inspector sampled documentation, including policies and procedures, children's assessment records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Abbeywood Tots registered in 2004. It is one of six nurseries owned by a family run company. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a three-storey purpose built building on the edge of the south site campus of Filton College, Bristol. Many of the children attending the nursery have parents who work at the college or who are students, whilst others live locally. There is a secure outdoor play space, which all the children use. In addition, children have access to an allotment and Forest school facilities. The nursery is open each weekday from 7am to 6pm, all year round. The nursery also provides before and after school care and a holiday playscheme for school-aged children. The nursery collects and drops children to local schools. On occasions, the nursery operates a crche for specific courses offered at the college and overnight care, for children who attend the nursery. There are currently 230 children on roll who are in the early years age group. The nursery also offers care for children up to 11 years. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery employs 28 childcare staff. The registered person holds a qualification at level 5. The manager holds a childcare qualification at level 3 and is working towards a level 5. There are 18 staff with a childcare qualification at level 3. Four staff are working towards a qualification at level 2 and three staff are working towards a qualification at level 3. Two staff hold Early Years Professional Status and one of these is also a qualified teacher. The childcare staff are supported by a chef and two kitchen staff, two dance coordinators, a Forest school leader and a cleaner; all of whom have training and/or qualifications in their field of expertise.

Inspection judgements

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

Staff promote children's learning and development exceptionally well. Staff use their excellent observations to provide a wealth of enjoyable, challenging experiences so that children of all ages are eager and enthusiastic learners. For example, children learn to make bread, finding out about how yeast makes the dough rise. Staff seek excellent information on children's starting points and use their individual learning plans to clearly identify each child's next stages of development. Staff value and understand children as individuals, which enables them to make learning meaningful for each child. Staff exchange excellent information with parents so that they can support learning at home. For example, parents comment that they will now encourage babies to feed themselves because they have started to do this at nursery. Staff provide superb information for parents to do cooking with their children linked to a book, such as reading a story about an enormous turnip and then making turnip soup. Staff also invite parents in to stay and play. Consequently, children make rapid progress in their learning and development.

Staff provide high quality teaching, they encourage older children to predict outcomes and evaluate their findings, through practical experiences, such as science experiments. For example, children suggest that liquid will 'blast' out of a bottle if they add peppermints and they guess how high it may go. They decide if there may be differences depending on the flavour of the fizzy drink and they demonstrate their excited anticipation as they find out the results. Staff skilfully enable children to explore and develop their own ideas, and observe to know when to interact to enhance children's learning. For example, children using rulers draw straight lines and measure items. Staff support them in counting how many centimetres and then demonstrate writing the numbers, which children copy. This leads to children spontaneously writing letters in their names and they notice that some letters are also a shape. Staff then encourage the children to look for other shapes in the environment, so that they develop their literacy and mathematical skills. Staff model ways for children to find out information. For example, staff use a book to find out about the dinosaurs children are playing with. This also extends children's vocabulary.

Children make outstanding progress in their key areas of learning, which prepares them extremely well for their next stage of learning and school. This is because staff allow children to decide what and how to do things, which increases their engagement. As a result, children are highly confident, curious and active learners. For example, children use scales in the 'mud kitchen' and work out how to make them balance. Babies have a strong exploratory impulse, moving to sounds and sights that intrigue them. Staff demonstrate how toys work so that babies press buttons to repeat the experience. Babies who are not yet walking gain confidence as they move around holding onto furniture to reach the toys that fascinate them. Snack time is a social occasion with toddlers and babies sitting together. Older children have a cafe system so that they choose when to have their snack with their friends. Staff encourage children to engage in conversations and be as independent as possible. They use tools, such as tongs to serve themselves and pour their own drinks. Then they clear away and wash up. Staff skilfully make changes to their plans to follow children's interests, which motivates them to learn. For example, two-year-olds demonstrate excitement when talking about a fireworks party. So staff show them fireworks on a laptop and the children use words to describe them such as bang, pop, whoosh and sparkle. Children pretend they are fireworks, using their whole body and draw shapes with a pretend sparkler. Staff encourage excellent communication skills, providing outstanding support for all children, including those learning English as an additional language; so they take a full and active role in all activities. Older children choose to take part in activities learning French and staff use visual aids so the youngest children develop excellent language skills.

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

The excellent key person system ensures that children develop highly secure attachments, which promotes their physical and emotional well-being extremely well. For example, babies enjoy eye contact with staff and toddlers run to them for cuddles. Staff seek extensive information on babies' routines and each child has a care plan. There is a strong emphasis on promoting equal opportunities, celebrating uniqueness and valuing differences. Parents comment positively on how staff find out about their culture and first

language. Staff use this information exceptionally well to ensure the nursery represents each child's background so that they feel valued. Several staff speak different languages, which supports children, and their families, who are learning English as an additional language. The key person sensitively supports children in moving on to their next room or school by providing a secure base for children to explore their new surroundings. Staff share well-documented information on children's care needs and observe children's characteristics of learning. This means that they have an excellent understanding of how to promote children's well-being and development.

Staff support children in taking age-appropriate risks so that children develop an outstanding awareness of practices that promote a safe and healthy lifestyle. They help to prepare the snack using safety knives to chop, slice and peel fruit and vegetables. Children independently know to wash their hands first before eating. Children thoroughly enjoy their home-cooked organic meals, which promote their awareness of healthy eating; the chef provides information for parents to support healthy practices at home. Children grow their own produce at the allotment, pick them and cook with them. They hatch chicks from eggs and collect the organic eggs for cooking, all of which enhances their awareness through practical activities. Children enjoy an excellent range of activities, both indoors and outside, that provide exercise and promote coordination and control. For example, children move in time to music using pom-poms and ribbons indoors, and use hammer and nails at the allotment to make a home for hedgehogs. Children are highly confident and their behaviour is exemplary. For example, older children going up the stairs wait while a toddler comes down the stairs feet first, supervised by their key person. Children comment on needing to stand still so they do not step on the baby's fingers.

Staff provide a highly stimulating environment, which enables children to use an extensive range of resources and be highly confident in initiating their own learning. This is because children can move freely around inside and outside; they notice resources that spark their interest and that they can use in a range of ways. Staff deploy themselves highly effectively, to supervise the children extremely well and provide excellent interaction. Children benefit from a language rich environment both inside and outdoors, although there are fewer displays of words at the allotment. Children have weekly opportunities to visit the allotment and wear high visibility vests to walk there. This enhances their awareness of the natural world, as they learn about the life cycle of a tadpole to frog, use magnifying glasses to study bugs and take care of plants, for example. The nursery has its own minibuss so that children can regularly attend the Forest School facilities and go on outings. Babies and toddlers have their own covered area of the garden, with mats, so that they too can benefit from being outdoors.

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

The excellent management team have an outstanding knowledge of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. They provide inspirational role models, resulting in highly enthusiastic and knowledgeable staff who provide high quality care and learning for children. Arrangements

for safeguarding children are excellent. All external and internal doors have keypad and security tag entry, as well as CCTV in all rooms to keep children safe and secure. All staff receive extensive training on child protection and discuss procedures at team meetings. As a result, they have an excellent understanding of recording and reporting concerns. The inspection found that the management team are fully aware of their responsibilities to ensure they follow the correct procedures if they have a safeguarding concern about a member of staff's conduct. The management team have reviewed their policies and procedures and now have a much clearer flowchart, which they display throughout the nursery. All staff are trained in first aid and two staff administer medication to ensure they carry out the instructions correctly and keep highly effective records. The management carry out rigorous recruitment procedures and all staff receive an eight-week induction to ensure they are secure in their knowledge of their roles and responsibilities. This ensures that all staff are expert at implementing the extensive policies and procedures. Staff organise their records and documentation extremely well for the highly effective management of the nursery.

The manager and a designated member of staff oversee all of the children's care plans and follow-up any concerns. The manager meets with senior staff and the early years teacher to monitor and reflect on the quality of teaching. They have excellent systems to ensure all children are developing effectively and to ensure they have any additional support for children in place. The outstanding partnerships ensure a very consistent approach to children's learning. Staff work closely with other settings children attend to inform their planning for individual children and to complete the progress check for two-year-old children, as required. The staff work extremely well with outside agencies, other providers and parents to ensure they support children with special educational needs and/or disabilities, exceptionally well. Parents comment positively on the excellent communication. They receive regular emails and newsletters, as well as verbal and written information on their child's development on a daily basis and at the more formal meetings. The manager or senior staff meet and greet parents on a daily basis and have a parents' forum to seek their feedback. As a result, children from two years old now attend the Forest School activities, for example.

There is an exceptionally strong culture of reflective practice and self-evaluation throughout the nursery. The management team involve all staff, parents and children in self-evaluation so they can meet the needs of all their users. For example, from feedback on a parents' questionnaire, all of their nurseries now provide organic food only and children have more opportunities to do cooking. The deputy carries out regular 'inspections' and provides feedback, which the management team use to set a well-targeted improvement plan. The manager uses precise supervision of staff to identify their professional development. She provides an excellent example, working towards an early years degree and all unqualified staff are working towards a qualification. The senior staff have attended training in supporting children's emotional and physical welfare. Consequently, they reflect on the nursery from the child's perspective. This ensures continuous improvement of their already outstanding provision.

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

Unique reference number	EY290271
Local authority	South Gloucestershire
Inspection number	912337
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	108
Number of children on roll	240
Name of provider	Abbeywood Tots Day Nursery Ltd
Date of previous inspection	13/11/2008
Telephone number	0117 9693990

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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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