

Ambourne House Day Nursery

Ambourne House Day Nursery, 233 Gloucester Road, Patchway, BRISTOL, BS34 6ND

Inspection date	10/11/2014
Previous inspection date	09/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are happy and motivated to play and explore because staff provide a good range of purposeful activities that capture children's interests and effectively support their learning in all areas.
- Good partnerships with parents are evident, so staff meet children's care needs, children feel emotionally secure and they make good progress with their learning and development.
- Children are well protected because all staff are aware of the procedures to follow if they have any concerns about a child in their care.
- A strong management team leads the staff well. Effective self-evaluation systems drive continual improvement on children's outcomes.

It is not yet outstanding because

- Staff sometimes miss chances to encourage younger children to use and discuss aspects of early mathematics.
- Opportunities are missed for younger children to gain independence because staff carry out tasks for children instead of teaching them to do these for themselves.

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 in all areas of the nursery and the outdoor play area.
- The inspector held discussions with the manager, staff and children throughout the inspection.
The inspector looked at the children's records, planning documentation, evidence of the suitability of staff to work with children, a selection of policies and procedures, and a range of other documentation.
- The inspector undertook a joint observation with the nursery manager.
- The inspector took account of the views of children, parents and carers spoken to on the inspection day and through parents' feedback questionnaires.

Inspector

Julie Swann

Full report

Information about the setting

Ambourne House Day Nursery is privately owned and was registered under new ownership in 2006. The nursery operates from a converted detached house, with two enclosed outdoor play areas in Patchway, South Gloucestershire. The nursery is open Monday to Friday all year round, except for Bank Holidays and an extended Christmas break. Daily sessions are from 8 am until 5.45 pm. Children may attend for a variety of sessions. There are currently 82 children on roll. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-old children. A team of 13 staff work with the children. Of these, 11 hold recognised early years qualifications and one member of staff is a qualified early years teacher.

What the setting needs to do to improve further

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

- increase the opportunities for younger children to use early mathematical ideas such as shapes, size and the use of numerals during their play in practical ways that are meaningful to them
- have higher expectations of what younger children can do for themselves so they increase their personal independence more quickly, such as by teaching them to pour their drinks and to use tissues independently.

Inspection judgements

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

The quality of teaching is good. Staff have good knowledge and understanding of the Early Years Foundation Stage and the areas of learning. They use their knowledge well to help children make good progress. Staff use suitable forms to gather relevant information from parents before their children start. Having this knowledge helps children settle because staff provide activities and toys that build on children's individual interests. This means children enjoy what they do and no time is lost.

Staff observe children regularly and use the information gained to plan challenging activities which take account of children's interests and reflect what they need to learn next. As a result, planned next stages for children's learning are meaningful and relevant. Consequently, children progress well in their learning. Parents are continually involved in their children's learning and development. Staff share children's records with parents to ensure they are included in setting targets for their children's future development and

know how they can support their children's learning at home. Parents meet with the individual staff member who takes special responsibility for the child to help complete the progress check at age two years. This helps to ensure continuity of children's progress and development between home and nursery.

Children have good opportunities to develop their literacy skills. For example, all children have ready access to a wide selection of good quality books. Staff help children to develop a love of books from an early age. They teach children how to handle books with care. Children enjoyed listening to a story during group time or selecting a book for a member of staff to read to them. This helps children gain useful skills ready for school.

Staff use books well to promote children's communication and language skills across activities. For example, staff ask older children questions to challenge their thinking and help them learn new words. Children repeat the words staff use when staff point out words from the book. This helps to develop children's recognition of words and their listening skills. As a result, children discuss what is happening in the story and predict what might happen next, so extending their ability to communicate confidently.

Staff carefully support babies' language development by valuing their attempts to communicate. They model language to help them to begin to build sentences as their ability to talk develops. This enhances their understanding and extends their vocabularies effectively. As a result, children develop the key skills they need for the next steps in their learning effectively, including those required when they attend school.

Children freely choose to use creative and early writing materials and some in the older age ranges write their own names. Staff give good support to other children to help them recognise their names so their skills develop too. Younger children put on their aprons independently before mixing paint, while older children enjoy representing special items, such as kimonos, while spreading glue, exploring glitter and different coloured paper. This helps children express their ideas and develops coordination skills.

Staff provide good opportunities for older children to seek patterns, count, sort and match through a range of games, puzzles and construction toys. For example, children drew fireworks and a rocket, whilst staff used words, such as cylinder and star. Babies use blocks to build towers; however, younger children have fewer opportunities to consider the use of shapes, sizes and numerals in their play, to further support and extend their counting and mathematical learning. This is because staff miss chances to promote such ideas and to do so in ways that children understand.

Children may often choose whether to play indoors or outdoors, which suits those children who prefer to be outside. Staff plan an exciting and challenging outdoor environment. Children of all ages take a positive interest in the natural world, such as when they help care for the nursery goldfish, and grow carrots and herbs in the garden. Staff support outdoor learning well. They know when to let the children take the lead in their play and when to join in and extend learning. Children learn that families differ as they talk about others' special festivals. Such activities enable children to learn about the world around them and the local community in which they live.

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

Staff give high priority to promoting secure attachments and enhancing children's emotional development. The staff have an effective system to provide each child with a staff member who is special to them and who has a good understanding of the child's interests, likes and dislikes, needs and routines. This is especially important to ensure that children settle well and every child's care and development is adapted to meet their individual needs. This means that children are emotionally secure and well prepared for the next stage in their learning.

Children's behaviour is good and appropriate to their age and understanding. Staff are good role models to children and positively support them in managing their behaviour. This includes the occasional prompt by staff about sharing and taking turns. Children tidy up independently and staff praise them for doing so, which means they learn what is expected of them. Staff teach children to understand and take acceptable risks. For example, children confidently negotiated obstacles outdoors and used scissors safely and with confidence. Staff teach children the importance of holding scissors correctly and ensuring that they keep them away from their faces, so children learn about consequences of their actions.

Staff maintain children's good health well. Children learn about a healthy lifestyle during meal times through conversations with staff. Staff provide children with a broad range of nutritious meals and snacks, which included fresh fruit. Children of all ages have a good understanding of the importance of self-care and wash their hands independently at appropriate times. Overall, this contributes well to the good health and well-being of children. However, staff do not always have the highest expectations of what some of the younger children can do for themselves. For example, staff pour their drinks wipe children's instead of teaching them to do this for themselves when they are ready to have a go.

Children are cared for in stimulating and welcoming environment. Children benefit from daily fresh air and develop their physical skills well as they use various pieces of equipment. Staff are enthusiastic in their approach to being outdoors and this means children adopt the same attitude.

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

The management team and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, which they implement effectively. Children are safeguarded and cared for by experienced staff. Staff have been fully vetted to ensure their suitability to work with children. All staff complete safeguarding and first-aid training. Staff are clear about their safeguarding responsibilities and the provider has clear policies and procedures for staff to follow. Staff are fully aware of what to do and who to contact if there are any safeguarding concerns.

The provider ensures management undertakes regular supervision sessions to drive the professional development of staff. These help to ensure that staff remain suitable to care for children. The manager checks the records of accidents and incidents on a monthly basis so children play in complete safety. Staff are deployed effectively both indoors and outdoors. As a result, staff protect children's well-being effectively.

The manager takes responsibility for overseeing the educational activities and ensuring their effective implementation. However, some aspects of early mathematics are missed for some children. Staff meet weekly to monitor, track and evaluate children's progress to ensure a wide range of experiences are available to enhance children's progress. The manager maintains an overview of this information. This helps to ensure key groups of children, for example, children with additional needs and those learning English as an additional language make progress. The management team actively encourages professional development and all staff have attended a variety of training courses to enhance their knowledge and practice. As a result, children make good progress.

Self-evaluation takes regular account of the views of the children, parents and staff. The manager actively seeks parental views through daily informal discussions and questionnaires. The manager identifies suitable areas for development in the nursery action plans. This means priorities are established and targets are set to ensure staff maintain good outcomes for all children.

The manager and staff are highly committed to working in partnership with other professionals, such as speech and language specialists. This is particularly beneficial for children with special needs and/or disabilities. The management team liaises well with local schools. This communication means staff support children well emotionally to manage such changes when the time comes.

Parents spoken to on the day of the inspection were highly complementary about the care and education provided at the nursery. Parents stated that they value the information staff provide about their children's progress, such as through the weekly electronic updates. These clarify where children are in their development, identifying gaps in their learning and progression, and help to close any identified gaps.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY338979
Local authority	South Gloucestershire
Inspection number	837759
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	82
Name of provider	Hitan Arvindbhai Patel
Date of previous inspection	09/06/2009
Telephone number	01454 615352

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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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