



# Clarence House Day Nursery & Pre-School Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY260325
<b>Inspection date</b>	04 July 2006
<b>Inspector</b>	Veronica Sharpe
<b>Setting Address</b>	19 The Causeway, Godmanchester, Huntingdon, Cambridgeshire, PE29 2HA
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<b>Registered person</b>	Clarence House Day Nursery & Pre School Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Clarence House Day Nursery opened in 1997 and has been operating under the present ownership since March 2003. It is located in a converted two storey detached house in the village of Godmanchester, near Huntingdon. There is an enclosed outdoor play area. The nursery mainly serves the local area.

The nursery is registered to provide care for no more than 42 children aged between birth and five years of age. There are currently 46 children aged from three months to

five years on roll. This includes 21 children who are receiving funded early years education.

The nursery opens Monday to Friday all year round, with the exception of public holidays and the Christmas holiday period. Sessions are from 08:00 until 18:00. Children attend for a variety of sessions.

Eleven staff work with the children, half of these have suitable early years qualifications. Three staff are currently working towards a recognised early years qualification. Clarence House Day Nursery Ltd also operates St Anne's out of school club, which is located nearby.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's hygiene is promoted well, staff instruct children about washing hands and help them to understand the importance of 'getting rid of germs'. All areas used by the children are clean and hygienic and staff provide good role models by cleaning up effectively, for example, after meals. Children's health and welfare are promoted by effective systems to record accidents and medication. Staff have appropriate training and qualifications to cope with accidents and staff deployment ensures there is always a first aider in each area of the nursery. Safety in the sun is given a high priority, children all wear sun hats and staff are rigorous in helping children apply sun cream before they go out to play.

Children benefit from outdoor play each day in the nursery garden, they use the climbing frames with confidence and thoroughly enjoy the varied activities planned by staff. Suitable equipment such as bikes and trikes enable children to develop their skill at pedalling and they manoeuvre round the play area expertly. Older children benefit from a satisfactory range of tools and equipment to develop their co-ordination, such as scissors, brushes and spreaders. Routines enable children to rest as well as be active, babies sleep according to their own routines if very young, whilst older children are encouraged to have quiet periods, for example, reading in the book corner.

Children enjoy varied and healthy nursery meals which are prepared and cooked on site. Snacks consist of fresh fruit or breads to encourage children to make healthy choices. Children satisfy their own thirst when they please as water is always available, whilst babies have fresh drinking water offered throughout the day. At meal times children and staff sit together to share a relaxed and social occasion, this ensures children learn to enjoy their food and develop good manners by example.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children play safely in a clean and spacious environment. Rooms have been freshly

decorated and are bright and cheerful so children and their parents and carers feel welcome. Security in the nursery ensures children play safely and staff supervise children as they play to minimise accidents.

Children play with a satisfactory range of toys and equipment that meet their needs. Most resources are organised in accessible shelving or containers so children in all areas make some independent choices. Resources have regular checks to make sure they are safe and hygienic for children. Children's safety when planning the deployment and suitability of resources is not always considered, for example, ensuring a water tray is easily accessible to young children or that messy play materials are safe for babies.

Children and staff practise the emergency evacuation plan and children know that an accurate record of attendance is necessary to enhance their safety. Appropriate safety equipment, such as safety gates and socket covers ensure children keep safe. Outings are conducted safely, suitable consent is obtained from parents and staff understand the procedures, such as carrying a mobile phone.

Children's welfare is promoted adequately, staff understand the procedures for child protection and know how to refer their concerns. New staff or visitors who are not vetted are supervised or accompanied when in the nursery.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children in all areas of the nursery are developing secure relationships with staff and each other. They arrive at nursery keen to take part in the activities and greet staff with warmth. Younger children enjoy appropriate care and attention from staff and generally benefit from a reasonable range of suitable activities. Babies' choices are sometimes limited by activities that require them to wait to participate and therefore provide insufficient interest or challenge. Routines are organised so they take into account the needs of younger children, with ample times to rest and sleep, as well as enjoy play.

Young children explore texture and consistency as they play with sand, water, gloop or playdough. They learn to make choices from a reasonable range of age-appropriate resources, such as construction bricks, books and small world toys. They gather together to listen with pleasure to stories and sing well known songs with enthusiasm. Their self-esteem is promoted as staff take time to listen and question children about their preferences, such as choosing the next verse of the song.

Children's activities are planned using the 'Birth to three matters' framework, which has recently been implemented. Staff are beginning to link the assessments to the framework so that children's progress will be monitored effectively.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Practitioners show a secure understanding of the Foundation Stage and implement a reasonable range of

activities that cover the areas of learning. Planning is being further developed to ensure all aspects are covered to promote children's learning. Practitioners do not always take into account what children know and as a result some of the activities lack challenge, particularly for those older and more able.

Children generally benefit from adequate organisation of resources and equipment that enables them to make choices and self-select. However, sometimes the organisation of activities and the accessibility of additional resources hinder children's ability to develop their ideas and show their independence.

Secure relationships ensure children respond well to staff and enjoy their company. They interact confidently together and children welcome help or support from staff when it is needed. Children work together, for example, sharing a story or helping each other use scissors and glue in craft work. They sit still at appropriate times, such as circle time to listen and concentrate and contribute their ideas confidently. Children behave well, they are kind and polite to each other and are developing an awareness of right and wrong, for example, saying sorry or waiting their turn at a game.

Children listen intently to stories and join in with songs enthusiastically; they choose their favourites, using the 'nursery rhymes box' to find objects that represent their ideas. They cheerfully speculate about what comes next, such as deciding how many ducks might be left in the pond. A satisfactory selection of tools enable children to develop writing skills such as brushes, threading beads, pens and pencils. Staff display the children's attempts at early writing, which enhances their self-esteem.

Children learn about the world around them through planned activities, such as visits to the shop or growing vegetables in the nursery garden. Topics develop their understanding of the wider world, for example, learning about the Chinese dragon boat festival. Mathematical knowledge is developed through a reasonable range of practical activities, such as pouring sand or water to compare volume and quantity. Daily use of a computer extends children's understanding of every day technology and they have some opportunities to use other forms, such as wind up toys or torches.

Children create pictures and artwork using a range of media, such as papier-maché, paint, glue and ink. They free paint and mix colours with enthusiasm and enjoy seeing the results displayed. Role play enables children to develop their imaginations as they dress up as police or nurses.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children in all areas enter the nursery with confidence, they greet their carers and settle to their activities happily. Staff provide appropriate support to children who are settling in and reassure parents by enabling them to attend with their child. Resources meet younger children's developmental needs, for example, suitable furniture so mobile babies can learn to pull themselves up. There is a satisfactory range of accessible resources so children in all areas make some independent

choices. Pictures and photographs, including some of the children and their families help children learn about diversity and promotes their self-esteem. Children's wishes are considered because staff listen to them and take into account their opinions and feelings, for example, enabling them to choose a song or a story. Appropriate policies and procedures are in place to support children with learning difficulties or disabilities, though there are none attending at present.

Children in all areas of the nursery behave well, staff provide good role models, for example, at meal times, which helps children learn acceptable behaviour. Older children learn to be responsible as they are encouraged to tidy up or collect cups and plates after snack. Children's spiritual, moral, social and cultural development is fostered.

The partnership with the parents and carers of children who receive nursery education is satisfactory. A notice board and newsletters include some information about the Foundation Stage. Children's individual records include evidence of learning collected by staff, but at present there is no formal system in place for parents to contribute to those records and share what they know about their child. Written information collected on children's progress, however, is shared with parents at their request. Future plans for the nursery include some open evenings, where parents will be able to discuss their children's transition into the pre-school room.

Children's well-being is promoted through regular communication with parents, who state they are confident about the quality of care offered. Children develop a sense of belonging as parents arriving to deliver or collect children show friendly and positive attitudes to staff and setting. Satisfactory information is collected on placement to ensure children's individual needs are met, for example, details of allergies or special requirements.

## **Organisation**

The organisation is satisfactory.

Children's safety and well-being is promoted by appropriate systems, which ensure staff are safe and suitable to work with children. The staff team work hard to develop their knowledge and show a sound understanding of the National Standards, they meet regularly to discuss areas for improvement. Meetings with the local authority advisors mean staff continue to develop their practice and ensure children's progress and well-being. Systems for induction are adequate and ensure staff know about the nursery's policies and procedures, which promotes children's health, safety and welfare. Overall, children's needs are met.

Younger children benefit from the staff commitment to developing good practice, for example, the 'Birth to three matters' framework is being implemented in order to improve the quality of care for those children aged under three years. Children feel welcome as they arrive at nursery because staff ensure rooms are ready for them and a satisfactory range of resources and activities are available. Children benefit from small group work or one-to-one interaction when appropriate.

The leadership and management of the nursery education is satisfactory. The

manager and senior staff team meet regularly to assess the quality of the nursery education and identify areas for development. At the time of this inspection systems have not been in place for a sufficient period of time for the setting to assess improvements in the quality of teaching. New ways of planning and assessment are currently being developed to ensure children progress and develop according to their abilities.

Necessary documentation is in place so that children's individual needs can be met, such as information about allergies or other special requirements. Emergency information is easily accessible to promote children's health and safety. The insurance certificate is not displayed and is not available for inspection, consequently children's welfare is not fully protected.

### **Improvements since the last inspection**

At the last inspection it was agreed that the setting should ensure staff have adequate supervision and training so they make effective use of time, space and resources to enhance children's care and learning; to plan and provide suitable activities in line with the 'Birth to three matters' framework; to minimise risks to children both indoors and out by ensuring premises are secure and that fire safety regulations are complied with; and to ensure steps are taken so children are protected from the spread of infection.

Since the last inspection there have been significant changes to the management of the setting, several experienced and qualified staff have been recruited to take senior posts within the nursery. This ensures that new staff or trainees are adequately supervised and supported so they provide a suitable range of activities for children and generally make appropriate use of time, space and resources. Staff working with young children are in the process of introducing planning and assessments in line with the 'Birth to three matters' framework. Some have attended appropriate training, whilst others are waiting for a course to become available. As a result young children benefit from an appropriate range of interesting activities, although organisation of some of the activities does not always promote children's independence or provide sufficient challenge. Risks to children have been generally minimised effectively, the premises are secure, with locks on the gate and a security code for parents and staff. Children are protected from the spread of infection due to the rigorous systems implemented by staff.

The nursery was also asked to develop planning for the nursery education, improve staff knowledge and understanding of the Foundation Stage and provide parents with clear information about the Foundation Stage. Since the last inspection the management has recruited new staff to supervise the pre-school teaching. Current staff are qualified and experienced and work together to plan and provide a satisfactory range of useful and relevant activities. The manager has instigated rigorous systems to monitor and evaluate the quality of the nursery education. As a result children make sound progress in all the areas of learning. New systems for planning and assessment are currently being devised, with assistance from the local authority support workers, to ensure children's progress is monitored and collected so it is used to inform future planning. Some progress has been made to ensure

parents receive information about their children's learning, such as newsletters and a notice board, which includes information about the Foundation Stage.

### **Complaints since the last inspection**

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

There have been no complaints made to Ofsted since the last inspection.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the risk assessment to include activities and their suitability for the age and stage of development of the children
- ensure a current public liability insurance certificate is displayed.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the range of activities that enable children to develop their independence and extend their own learning, particularly those older and more able (this also applies to care)
- continue to improve parents' opportunities to share what they know about their child and contribute to the records of assessment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:



