



# Clowns Childrens Centre Clay Cross

Inspection report for early years provision

**Unique Reference Number** EY313151  
**Inspection date** 04 April 2006  
**Inspector** Diana Pidgeon

**Setting Address** Clowns Children's Centre Clay Cross, Stretton Road, Clay Cross, Chesterfield, S45 9AQ

**Telephone number**

**E-mail**

**Registered person** Clowns Nursery Ltd

**Type of inspection** Integrated

**Type of care** Full day care, Out of School 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Clowns Children's Centre Clay Cross was registered in 2005. It is one of six nurseries under the same private ownership and is situated on the A61 just south of Clay Cross. It is a purpose built nursery where children are accommodated in base rooms according to their age and stage of development. Each room has a separate enclosed outdoor play area. Additionally, children use a sensory room and communal garden area. There are further rooms within the centre which are used to support a

multi-professional approach to the care of children, in partnership with North East Derbyshire Sure Start and Derbyshire County Council.

The nursery is open every weekday throughout the year, apart from Bank Holidays, from 07:30 to 18:00. A maximum of 88 children may attend at any one time and there are currently 29 children on roll, 8 of whom receive funding for nursery education. There are 5 staff who work with the children. Of these, 3 hold relevant early years qualifications and 2 are working towards a qualification. The nursery is a member of the National Day Nursery Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children's good health is effectively promoted because staff rigorously implement the detailed policies and procedures, ensuring the risk of cross infection is minimised. For example, staff wear disposable protective aprons and gloves when changing children's nappies and staff preparing food wear hats and aprons. Careful attention is given to ensuring all areas are kept clean throughout the day. All outdoor shoes are removed before entering the baby room and this ensures the carpet on which young children crawl and play remains free from contamination. Children are beginning to follow good hygiene routines. Older children understand that washing their hands before eating and brushing their teeth after meals keeps them healthy. They do these with increasing independence. Effective arrangements are in place to deal with sick children and those who have minor accidents. All staff receive training in first aid and this ensures children are treated appropriately when any incident occurs.

Children's nutritional needs are met through a combination of meals and snacks. Full menus are displayed for parents and provide additional information about their nutritional content. Children are encouraged to try a wide variety of tastes and learn about the benefits of a healthy diet through conversations around the meal tables. Children enjoy different fresh fruits as a mid morning snack, while at tea they enjoy a variety of finger foods that provide different tastes and textures. All children are encouraged to learn about food and ingredients through regular baking activities, for example by making their own pizzas. Babies' nutritional needs are met in accordance with parents' wishes. They rapidly learn to feed themselves with finger foods and they begin to hold their own spoons at lunch.

Children have very good opportunities to be active both indoors and outside. Each room has access to a separate outdoor area which means children can play in the fresh air when they wish. Toddlers relish their time playing on wheeled toys, kicking balls and running around. Older children negotiate pathways around an obstacle course, which they tackle with enthusiasm. They have opportunities to climb, balance and crawl as they play, so developing their co-ordination and control of their bodies. Babies and toddlers enthusiastically test their skills in the soft play room where they practise climbing small carpeted steps and walking up and down ramps. They show huge delight as they achieve their goals safely.

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

The provision is outstanding.

Risks of accidental injury to children are effectively minimised through vigilant supervision and extensive assessments to identify potential hazards. This allows children to move around and play freely within their base rooms. The design of the building and arrangement of furnishings ensures good visibility at all times. For example, babies sleep in a restful area which is easily directly supervised and monitored by the staff. Areas used to accommodate the children are very secure and unwanted visitors are prevented from accessing these. Additionally, high handles on room doors ensures children are unable to leave unsupervised. Outdoors, each of the individual play areas has a safety surface and this means children play and test their bodies with minimal risk of injury.

Children use an excellent range of high quality toys and equipment suitable for their ages and abilities. All children are enthralled with the items presented and are eager to play and learn. Toddlers readily help themselves to large toys, which are displayed within their reach, and help to tidy away after use. Pre-school children use a wealth of interesting items that promote their curiosity and encourage them to explore and investigate. Children learn to use equipment safely and to tidy away after themselves. They show a good awareness of how to leave the premises in an emergency as this is practised on a regular basis. They learn about road safety as they play on wheeled toys and negotiate the road signs outdoors. This is further extended by staff as they undertake walks to the local library.

Children's welfare is safeguarded because all staff demonstrate a good understanding of child protection issues and what to do if they were concerned about a child. Appropriate training is provided for all staff and this means they have up to date information to ensure children are fully protected.

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

The provision is good.

Children are very happy and settled within all areas of the nursery. Babies receive the care of a familiar adult and this helps them to feel secure. Good, warm and caring relationships between adults and children are evident. This means children are eager to seek out staff to share their news or to engage in play. Good and effective use of the 'Birth to three matters' framework to assist planning for the younger children means that they engage in activities that promote all areas of their development. Clear learning intentions are identified for each activity and staff work with the children closely to support them. Babies and toddlers enjoy a wide range of sensory play, which allows them to investigate and explore using all their senses. For example, toddlers squeeze salt dough and splash in the water. They listen and identify familiar sounds and join in singing rhymes.

### **Nursery Education**

The quality of teaching and learning is good. Children are interested and engaged by

the varied range of activities provided each day. They use an extensive range of good resources that support all areas of their learning. They are developing independence as they attend to their own personal needs and make attempts to fasten their own coats before outdoor play. Children are eager to participate and confident to try new experiences. They sit attentively at group times and take turns to express their own ideas and opinions. They enjoy stories and recognise and join in with repeated phrases within the narrative. They recognise their own names in print, for example when finding their place at the dinner table, and enjoy looking at books for their own pleasure. They make marks in a variety of different materials. For example, they swirl their fingers in a dish of soapflakes and water and draw freely with felt pens and crayons. Some children are beginning to form recognisable letters and imitate the staff who show them how writing has a purpose as they write on the white board each day. Children love to explore and investigate. They enthusiastically test a variety of objects to see which the magnets will pick up. They handle several rubber gloves, each of which is filled with a different material, such as water or rice. This helps to raise their sensory awareness. Many children are confident to use the computer and simple battery operated toys.

Children are confident to use numbers and mathematical language in their play. For example, they count how many children are present and recognise the numerals on the calendar. Some children competently compare size and begin to use a tape measure to find out which person is tallest. They are able to name simple shapes with some children accurately describing solids such as a cube or pyramid. They gain physical skills through attempting obstacle courses, climbing, balancing and using small equipment. Children are learning to use tools, such as brushes, pencils and spreaders, safely. Some children use the resources in the role play area to transform themselves into characters of their choice. For example, children use the dressing up clothes and accessories to help them pretend to be a doctor and to care for others. Their creativity is displayed through paintings, drawings and collage.

Staff have a sound understanding of the Foundation Stage and this enables them to plan and provide an appropriate curriculum that covers all areas of learning. Daily routines provide opportunities for children to engage in a balance of child-initiated and adult-led activities. Staff effectively utilise the available areas and resources to ensure children are always busy and challenged. Frequent and effective use is made of the outdoor area for physical activity. Some opportunities, such as measuring, are also planned for outdoors. However, due to the short time the nursery has been operating, the potential for the outdoor learning environment to support all areas of learning is not yet fully realised. Staff work closely with the children and effectively question and challenge children's thinking. They form good relationships with the children and act as positive role models. Assessment systems are being implemented, although due to the short time children have been attending these are not fully established. Staff are beginning to make some observations of what children can do and to evaluate focussed activities, although this information is not yet used to inform future planning or to plan for children's next steps. Overall, children are making good progress towards the early learning goals.

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

The provision is good.

All children are welcomed into the nursery and quickly feel secure as they are supported by consistent staff who have a good awareness of their individual needs. For example, babies are relaxed in the care of a known staff member and are easily comforted when they wake. Their individual routines for rest and feeding are followed and this provides consistency of care.

Children behave well. They respond positively to the staff's clear and consistent guidance, which is based on their effective implementation of the relevant policies and procedures. Children are learning to work co-operatively together, to share and take turns. For example, two toddlers work together to pack away a game after use. Older children help each other to complete puzzles or to carry boxes. They are beginning to understand right from wrong because staff are clear in their praise which reinforces children's understanding. Reward systems, such as the golden box, ensures children's achievements are celebrated with parents. Children use a good selection of resources that help to broaden their understanding of the world. For example, they bath and dress a selection of dolls from different cultures, complete puzzles that reflect different abilities and learn about children from all around the world through books and stories. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. They receive good information about the nursery and what their children learn. Large notice boards contain clear information for each age group and provides ideas for ways in which children's learning can be extended at home. Pre-school children enjoy taking Mike the monkey home and sharing his adventures with their friends through a diary and show and tell time. Daily information is shared verbally and regular opportunities are made for parents to talk with staff and see their children's assessments on a regular basis.

## **Organisation**

The organisation is good.

Children's welfare is enhanced through good organisation in the nursery. They are cared for by staff who know the children well and as a result children are confident and have a positive approach to learning. The environment is organised well so that children can access different areas and resources to extend their play. All the required documentation which contributes to children's health, safety and well-being is in place. Appropriate recording systems are used when children require medication and a copy of this is given to the person collecting the child. However, they do not sign to acknowledge that they have received this information. This means the nursery have no record of to whom it was given and weakens the arrangements for continuity of care.

The leadership and management are outstanding. Highly effective recruitment, induction and support systems ensure good quality staff work with the children. Exceptional emphasis is placed on training and support for all staff, which results in a happy and motivated team. The senior management team have high expectations of their staff. They ensure that there are good support systems across all of the

nurseries in the group so that best practice is shared. Effective monitoring and evaluation of staff performance and the quality of the nursery education means that they readily identify areas for improvement within their own action plans. All staff are committed to continuous improvement and development. This means that the nursery meets the needs of the range of children for whom it provides.

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

Not applicable.

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

There have been no complaints made to Ofsted since registration. 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.

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### **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):

- ensure that all entries in the medication record are clearly countersigned by a parent or carer to show that they have been informed

#### **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):

- use the observations of children's achievements and evaluations of focussed activities to plan for children's next steps in learning
- continue to develop the outdoor learning environment.

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