



## **Clover Court**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY330793
<b>Inspection date</b>	19 July 2006
<b>Inspector</b>	Felicity Gaff / Elaine Simmons
<b>Setting Address</b>	The Pavillion, Off Harvest Road, Maidenblower, Crawley, West Sussex, RH10 7QH
<b>Telephone number</b>	01293887533
<b>E-mail</b>	
<b>Registered person</b>	Childcare and Learning (Cranbrook) Ltd
<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 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?

Clover Court is one of eight settings run by Childcare and Learning (Cranbrook) Group Ltd. It was registered by its current owner in 2006 and operates from six rooms in a purpose-built building in Maidenbower, Crawley, West Sussex. A maximum of 84 children may attend the nursery at any one time. It is open each weekday from 07.00 to 19.00 for 51 weeks a year, only closing for bank holidays. All children have access to secure outdoor play areas. There are currently 205 children

aged from birth to under five years on roll, of these, 43 receive funding for nursery education. Children are drawn from the surrounding residential and rural areas. The nursery currently support a number of children with learning difficulties and/or disabilities as well as a number of children who speak English as an additional language. The nursery employs 28 regular staff. Of these, 17 hold appropriate early years qualifications and two are working towards a recognised qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are kept healthy and their well-being is promoted. There are good opportunities for physical activity indoors and out. Each age group within the nursery has constant access to a secure outdoor area that is laid out to meet its needs. Children benefit from age-appropriate climbing and balancing equipment that challenges them by helping them experiment, find out their limitations and develop their physical skills. Children learn how to keep themselves healthy and why they should do so. Toilet and nappy changing areas are kept scrupulously clean and staff follow good hygiene practices. Clear photographs remind older children of correct hand washing procedures after toileting. However, they share a communal water bowl when washing hands before snacks, which does not adequately protect them from cross infection. Staff are particularly careful to protect children on hot days; children begin to help apply their own sun cream and understand why they need to wear hats and stay in the shade. Children enjoy good arrangements for rest and relaxation. Those who need naps settle contentedly to sleep because staff know and respect their individual routines. Children are well-nourished and their individual dietary needs are met. They share healthy snacks and nutritious meals that are prepared on the premises. Menus are clearly displayed for parents' information. The nursery responds seriously to concerns raised by parents about children's diets, consulting a nutritionist and reviewing menus to ensure children receive nutritionally balanced meals.

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

The provision is good.

Children are cared for in a safe and secure indoor and outdoor environment where staff follow generally good procedures to minimise risks to the children. Although most areas of the nursery are very tidy, staff do not always arrange materials in the Oak and Willow area well. Floors become cluttered with scattered toys and equipment, and this puts children at risk of accidental injury. Children use suitable play resources and equipment and are able to access some of their own play materials safely from low storage units. A programme is in place to improve children's safety by replacing worn out or unsuitable equipment with new, high-quality resources. Staff help children understand how to keep themselves safe, for example, a staff member explained to a child, 'Don't play right by the door or you'll get trodden on'. Staff have a thorough understanding of child protection issues, and demonstrate

a sensitive approach. They know how to report and record any concerns in order to protect children from abuse or neglect.

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

The provision is good.

The staff create a warm and welcoming environment at the nursery where children settle confidently because their needs are well met. Children gain high self-esteem. They become confident to make decisions, explore and investigate, as they choose what they will do and where they will do it. Staff provide good support to enable them to participate fully and they enjoy helping with routine tasks such as sweeping up the sand. They create a fun-filled environment where all the children feel valued and cherished. They make effective use of the Birth to three matters framework to develop their practice with the youngest children and understand how well-planned, age-appropriate play activities support several aspects of their development. For example, babies kept cool on a hot day as they delightedly played with a baby bath full of water. Staff extended the enjoyment the babies had in splashing the water by their good use of language. Two-year-old children receive good support in acquiring practical skills such as handling cutlery. Older children reflect the courtesy shown to them by the staff and are proud to act as guides to visitors to the nursery.

### **NURSERY EDUCATION**

The quality of teaching and learning is good. Staff provide a suitable range of activities and play resources for children to support all areas of learning. There are readily accessible posters that support staff in their use of the routine play materials they provide, such as those for sand and water play, to help children learn. Staff use well focused questioning techniques to make children think. Although children's developmental profiles show they make steady progress over time, these records are not always updated sufficiently regularly. The observations that staff make of what children do and understand are not directly used to plan for their future learning. This limits how effectively staff ensure all children make good progress.

Children are exceptionally self-assured and communicative. They engage adults in conversation, asking thoughtful questions and showing genuine interest in the answers. They reflect the courteous example shown to them by the staff in their relationships with each other. Staff use incidental opportunities very well to extend children's understanding and vocabulary. For example, a child described how he would soon be going to school and then his teeth would 'all fall out!' Staff developed the conversation skilfully to discuss milk teeth and adult teeth. Children develop their language skills well as they choose to sit and exchange news with staff and each other in relaxed and informal sessions. They enjoy sharing books with staff and show their understanding of literary conventions as they 'read' them independently. They develop the fine motor skills they will need for handwriting as they persevere in fastening dolls clothes in the role play area. Children confidently identify their own names and those of their friends. They develop a good understanding of counting through practical play activities and practise this independently, recognising when they make mistakes and having effective strategies to correct them. They use their

understanding of mathematical ideas as they compare the sizes of their bikes.

Children develop their knowledge and understanding of the world through first hand exploration and effective support from observant adults, for example as they discuss and compare the textures of wet and dry sand. They learn to respect their own needs and those of other people as they celebrate festivals from the different cultural traditions they bring to the setting. They make very good progress in Information Technology, using computers skilfully and independently. Children recognise and comment upon variations in musical rhythms and respond creatively by changing the way they move. They explore pitch and tempo using readily musical accessible instruments. They are able to experiment with a good range of materials and techniques in two and three dimensions.

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

The provision is good.

Children learn to understand their own needs and those of other people because staff ensure they feel valued as individuals. Staff show respect for the cultural diversity that children bring to the setting as they celebrate festivals from a range of different traditions and learn key phrases in children's home languages. Children see themselves reflected in the attractive, child-height mural that welcomes them into the nursery. Staff work closely with parents before children attend the nursery to make sure they understand and can meet children's preferences and care routines. They provide parents with detailed information every day about the care babies and toddlers receive. There are good opportunities for parents and staff to exchange information on arrival and departure and at open days, and parents also have easy access to the records staff keep on their children. Partnership with parents is good. Informative displays provide them with clear, detailed information about the Foundation Stage of education and how they can help their children learn through everyday play activities. The close relationships staff forge with parents enable them to respond very well to meet the needs of children with learning difficulties or disabilities. They provide very good support to enable them to participate in their own choices of activities independently. They are pro-active in identifying how the premises may be adapted to ensure children with additional needs are fully included.

Children behave well because staff have realistic expectations and provide a sufficiently interesting environment to keep them purposefully occupied. Babies and toddlers play contentedly alongside each other as they have sufficient, attractive play resources to go round. Staff encourage them to explore materials such as paint, glue and dough, and recognise the importance of the process rather than the end product. Older children play harmoniously together and use their well-developed language skills to negotiate and solve disagreements. Staff deal effectively with unwanted behaviour, for example by helping children find socially acceptable ways of dealing with frustration. Spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

Children's welfare is well-promoted because they are cared for by appropriately qualified and experienced staff. There are effective procedures for ensuring staff are suitable to care for children and continue to be so. Staff rotas are organised well to ensure there are sufficient staff to meet the required ratios at all times. All the required documentation is in place and well maintained. Children's personal records are stored to protect their confidentiality and are shared with parents. The provider and staff share a clear sense of purpose and a commitment to continual improvement. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The manager has identified areas for development to improve the delivery of the Foundation Stage and the provider is supporting these through capital investment. The manager makes good arrangements for staff to benefit from expertise at sister nurseries by encouraging them to attend meetings. Staff have developed the organisation of time and space so that children have greater choice in what they do, and are able to use workshop areas supporting all areas of learning at all times. As a result, children become focused and absorbed in activities that have meaning for them and which help them learn.

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

Not applicable

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

There has been one complaint made to Ofsted since registration. The complaint related to Standard 2: Organisation and concerned the maintenance of correct staffing ratios. Ofsted investigated, found there were effective arrangements to ensure adequate levels of staffing and took no further action. The provider remains qualified to provide day care.

### **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 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 handwashing routines before children eat
- improve the organisation of Oak room to minimise hazards to children.

### **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 use of parents' comments, and observations of what children know and can do, in order to plan for their future learning.

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: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)