



Clifton Lodge Nursery

Inspection report for early years provision

Unique Reference Number	EY298194
Inspection date	28 June 2006
Inspector	Joan, Patricia Flowers
Setting Address	228 Clifton Drive South, St Annes On Sea, Lancashire, FY8 1HY
Telephone number	
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Registered person	Helen Elizabeth Turpie
Type of inspection	Integrated
Type of care	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.

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?

Clifton Lodge Nursery is one of two children's day nurseries privately owned by the registered provider. It opened at the beginning of 2005 and operates from a two storey detached building situated on a main road, close to the sea front in St Anne's in Lancashire. Children are accommodated on both floors of the premises, with older children cared for on the second floor. Children over two years have shared access to an enclosed outdoor play area at the front of the premises. Children under two

years enjoy separate outside facilities at the side of the nursery which has a soft safety surface laid. The nursery is open each weekday from 08:00 to 18:00 throughout the year except for Public and Bank Holidays. Meals and snacks are freshly prepared on the premises daily by the nursery chef.

The nursery is registered to provide day care for a maximum of 70 children under eight years of age. Of these not more than 46 may be under three years and of these not more than 30 may be under two years. There are 96 children on roll, all of whom are aged under five years. This age group is the nursery's core age group. The nursery is registered to provide nursery education places for three- and four-year-old children of whom there are 20 currently attending. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The registered provider employs 21 members of staff headed by a qualified and experienced nursery manager. Of these, 16 hold appropriate early years qualifications including one staff member who is teacher trained. Three staff are working towards an early years qualification. The nursery is a member of the National Day Nurseries Association (NDNA) and support is provided by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop and test their physical skills confidently as they take part in a range of stimulating activities both indoors and outside. They pedal and push themselves along on the bikes, and lift and position the various shaped large wooden bricks as they make their constructions to walk along and balance on. Children enjoy music and movement sessions and ballet class as they learn to control their bodies when they run, stretch and walk on tip toes. They move their bodies in time to the music with delight and enthusiasm as they successfully learn to control their physical movements. Babies are active as they crawl and reach for their toys and pass items from hand to hand using precise scissor movements to pick up small objects. Children's physical health as a consequence is very effectively promoted.

Children have regular opportunities to enjoy a drink of water and can help themselves because it is made easily accessible to them in each group areas. Older children can pour their own drinks at lunch time and whenever they are thirsty, and toddlers can access their own lidded beakers easily. This promotes their independence and well-being as they come to recognise their own needs. Individual children's dietary needs are met very well due to the secure system in place of informing all staff of specific dietary needs of every child. This ensures that children's continuing health is protected and parents are reassured. Children enjoy meals and snacks that are balanced and nutritious. Daily servings of fruit, vegetable and protein make sure that children are well nourished so their development, both physically and mentally, is encouraged. Children's taste buds are stimulated by being offered a range of different flavours and textures in their food, so they become confident to try new

dishes. This widens their tastes and their learning is reinforced about healthy foods.

Children's health is effectively promoted as staff follow very good hygiene practices that help to prevent cross infection and contamination. The children thrive because the staff follow effective nappy changing routines; they talk to children about wiping tables and children learn about germs as they wash their hands and take care of their personal needs. Children's medical needs are effectively met as most staff are qualified in first aid and all documentation regarding medical details are maintained to ensure children's good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe because the staff have effective safety procedures in place which minimise the risk of accidental injury to children. All required safety features are available and the security of the premises is very well managed, with the front door kept locked and entry by parents or visitors controlled by staff. Children play safely because the staff minimise risk by regularly checking toys and equipment and by restricting access to areas such as the kitchen and the stairs to the first floor. However, a ventilation cover in the baby outside play area is damaged, thus presenting a potential risk to children when they play in this area. In general, furniture to meet the needs of the children who attend is well supplied but some toddlers cannot sit comfortably at the low tables at meal times.

Children have a sense of belonging and a pride in their work, which is displayed on the walls throughout the well maintained and efficiently organised setting. Children enjoy making choices and playing in a very welcoming and bright nursery environment. Staff are fully competent in providing children with an engaging, safe and developmentally appropriate range of resources that all children can access easily and make choices from independently. Children enjoy looking at books and are able to sit comfortably with their friends. They delight in playing in the well-resourced outside play areas with the exciting range of activities provided for them here; thereby, children benefit from resources that attract, challenge and intrigue them.

Children's welfare is promoted as there are clear procedures for fully assessing risks so ensuring children are cared for safely. Children partake in regular emergency evacuation drills to help them understand about keeping themselves and others safe. Children's safety is also considered on outings; for example by using hired transport with appropriate seat belts and by increasing the staff to child ratios. This was demonstrated effectively when some children's parents accompanied the staff on the trip to the Blackpool Zoo. The Children's safety and welfare is further safeguarded should there be any concerns of abuse, as staff have a clear understand of their responsibilities for recording and reporting any child protection issues to the appropriate authorities. The designated staff member responsible for this has had specific training in this area and is supported by the manager and the registered provider so children are protected. All staff and parents are made aware of the child protection procedures because information is effectively shared with them and displayed for reference.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery as they make decisions and choices about their play, moving freely through the setting to take part in the very well planned curriculum and the continuous provision encompassing all areas of learning. Children take part in an imaginative and wide ranging choice of activities that help them to make good progress in all areas of their development. They are encouraged as they play because staff are sensitive to their individual needs, sitting with them and engaging in conversation which promotes their thinking, for example by asking 'do we need this spoon to stir the cake mixture with'?

The setting makes very good use of the Birth to three matters framework as staff follow the children's choices and build on what the children are doing and already know. The children readily enjoy and explore the low sand tray in the baby room and learning about how they can make patterns on the table with shaving foam using their hands and fingers. Younger children settle well and are supported because the staff comfort and reassure them as they play and are cared for in a nurturing environment. The effective key working system ensures consistency in observations and assessment recording, which helps when planning future activities for individual children. There are plentiful examples of art work completed by children, both held in folders and on display, which acknowledges and values their achievements. Young children are forming good relationships; they are learning about each other's names at circle time. Staff sensitively support children in activities, helping when required and allowing time and space for self-initiated play. For example, they provide different treasure baskets containing natural objects such as wooden spoons, metal objects and soft fabric materials for children to explore for themselves. This encouragement helps very young children progress well as they develop their natural urge to investigate their environment.

Nursery Education.

The quality of teaching and learning is good. Children make steady progress along the Stepping Stones towards the early learning goals because the staff have a very sound understanding of the Foundation Stage. They develop a curriculum plan which gives equal weighting to the six areas of learning. The children's individual learning needs are assessed regularly by their key-worker and recorded to show their progress along the stepping stones. Children who have learning difficulties and/or disabilities are supported extremely well in the setting and participate fully in all activities because the staff are competent at arranging and planning activities to meet their individual needs.

Social skills are developing well and children demonstrate kindness and good manners, such as politeness when waiting to have their turn on a preferred bike. They are forming secure relationships with adults and their peers and are confident in speaking with others. Older children also enjoy the written word in books and fully engage in stories, predicting the next outcome, and express themselves well using pictures in books to make up their own versions of a familiar story. Children are encouraged to access resources in making marks for a purpose, such as free

drawing and painting. There are examples of letters, numerals and shapes within the environment but these are not always made available at child height. Children are learning to count confidently to five and beyond during table activities, board games and at singing time. They set the table for lunch with the correct number of knives and forks for the children in the group. They are beginning to understand the concept of size and can identify that the elephant is bigger than the mouse on the picture they are colouring in as they talk about the elephants at the zoo. This promotes children's interest in number; as they talk about and recognise familiar numbers, one child remembers his birthday party with the number three.

Children make sense of the world around them in imaginative and creative play and learn about celebrations and customs. They enjoy using the African musical instruments as they listen to the different sounds these make. They learn about other cultures and issues of diversity through topic work and stories and children develop their understanding of the wider world as they take part in a variety of celebrations such as Divali and Easter. French classes once a week exposes children to other languages as they learn simple words and songs. Children's knowledge and understanding of the world is enhanced by the visitors who share their roles working within the local community, such as police and fire service personnel, so that children's experiences are widened. Children benefit also from learning about their own locality by taking part in local events and going on trips to the library and the zoo. The environment is rich in resources and displays for children, many of which they have contributed to themselves. This develops and sustains their interest in their wider world and is a strength within the setting. Children are learning about their bodies through regular music and movement sessions and ballet classes, and are able to negotiate space, obstacles and pathways well within the setting. Children are learning to use small equipment and tools, such as scissors, paint brushes and eating utensils, as they become competent in finer muscle movements.

Staff are sufficiently making links between the observations and assessments carried out to monitor learning along the stepping stones, in order to plan for extending children's various abilities. For example, learning outcomes are identified and recorded if they are met and not met, showing children's progression through formal and informal observations. Therefore individual needs are met very well.

Helping children make a positive contribution

The provision is good.

Partnership with parents is good, this being highly effective and contributing significantly to the well-being of each child. Staff all share good quality information, welcome parents into the nursery and encourage them to contribute to their child's learning at home. Parent's views are sought effectively, as they complete an 'All About Me' book prior to their child starting at the setting; this enables staff to plan for children's progress. Parents learn about their child's development as they attend parent's evenings and are informed of their child's key worker. Parents' views are actively sought about the care and educational needs of their child and they can access the nursery's policies and operational plan easily. Whilst parents are informed about the complaints procedure, the complaints record has not been developed to

comply with recent changes to requirements of registration. Staff provide information about current themes and topics thus allowing parents to become involved in supporting their child's learning at home. Parents are included in pre-school life, such as on trips, and they can see the development records for their own child at any time. Specific arrangements are made during open days and evenings to discuss their child's progress and care, thereby enabling good partnerships to be formed.

The children learn about the community and other cultures as they engage in activities that significantly promote their understanding. They enthusiastically play together and learn to share as they wait their turn to pour their drink of water at lunch time. They learn about the world around them as they delight in learning about the life cycle of a frog and of a butterfly, as they look through magnifying glasses and create pictures from their observations. Children enjoy celebrating festivals from their own and other cultures and become involved in local community events such as Lytham Club Day.

Staff know the children very well and the key working system ensures their individual and any additional needs are met, with supportive attention given to those with learning difficulties and/or disabilities. The designated person with responsibility for ensuring implementation of the special needs Code of Practice has a good understanding of the requirements and procedures to follow, including working with other professionals. This is implemented well as visiting professionals work with children and the key worker so that children develop to their potential. Staff manage children's behaviour very well with the use of appropriate strategies and reward systems, such as stickers and lots of praise, so that children begin to learn a sense of right and wrong. Children respond well to this, consequently their self-esteem is promoted. Children play well together because they cooperate and share. Children are learning about manners from staff who are effective role models and this helps create a pleasant environment in which children are happy.

These very positive approaches foster children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The children move freely through a well organised setting which maximises their play and learning opportunities. Policies and procedures are used effectively to promote the welfare, care and education of the children and are applied well in practice. All the required documentation contributing to children's health, safety and well-being is in place and maintained to a high standard.

The leadership and management are good, with staff being led by a committed management team. The whole staff team work well together and support each other in their roles. Steps are taken to arrange for training to take place, such as input relating to Birth to three matters and the early years Foundation Stage. Children benefit from staff who are motivated to extend their professional development, both on courses and by attending workshops. Staff are supported well and there is clear direction on a day to day basis as well as projected developments for the future,

which ultimately benefits all children.

The setting promotes the education and outcomes for children very well with a team of committed staff who continuously monitor children's learning and development by evaluating activities provided and assessing children's progress. Managers monitor staff performance through the appraisal system in place, through regular staff meetings and by the evaluation of the planned activities in order to improve the care and education provided for children.

Overall, the provision 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 are no complaints to report since registration in December 2004.

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

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- devise and maintain a complaint record that can be shared with parents on request
- ensure that older babies can sit comfortably and appropriately at meal times and the broken plastic vent in the outdoor baby play area does not present a risk 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):

- provide increased opportunity for children to recognise and use numerals, letters and shapes in their everyday play at their level.

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