

# Claremont Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	258936
<b>Inspection date</b>	19 March 2007
<b>Inspector</b>	Rosemary Moore
<b>Setting Address</b>	Claremont Court, Tebbutts Yard, Earls Barton, Northampton, Northamptonshire, NN6 0JN
<b>Telephone number</b>	01604 810449
<b>E-mail</b>	
<b>Registered person</b>	Jamb Direct Limited
<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 good.

### WHAT SORT OF SETTING IS IT?

Claremont Day Nursery opened in 1986. It provides sessional and full day care and operates from a two-storey building situated in the village of Earls Barton, Northamptonshire. It stands in its own grounds with car parking space to the front of the building. The nursery is privately owned and is used solely for the purpose of childcare. A maximum of 49 children may attend the nursery at any one time. The nursery is open Monday to Friday from 08:00 to 18:00 except for Bank Holidays. There is a secure garden for outdoor play.

There are currently 49 children from three months to five years on roll. This includes 20 funded three-year-olds and 19 funded four-year-olds. Children attend for a variety of sessions.

The nursery employs thirteen staff. Of these, eight staff hold a level three and two hold the level two qualification in childcare. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is promoted and hygiene standards are generally well maintained. They are cared for on suitable premises where the clean environment and most daily routines support their health. Children are encouraged to wash their hands before eating and wipe their face with individual face flannels after meals to keep them clean and healthy. Children understand this routine well and carry it out with support as required. However, nappy changing routines do not effectively prevent the spread of infection. This is because the way in which nappy cream is used for several children puts them at risk from cross-infection. Children receive appropriate attention in the event of any accidents because most staff hold an up to date first aid qualification. However, records for accidents are not sufficiently recorded in all cases. Appropriate policy and procedures are in place for the administration of medication although consent for medication is sought, records are not acknowledged by parents. Children do not attend if they are unwell.

Children are offered a good balanced healthy diet. Information from parents is gathered to identify any special dietary needs and meet requirements. Children are offered breakfast, dinner and tea, with hot meals being freshly prepared each day. These include a variety of fresh fruit, which promotes children's healthy growth and development. Water is available to children at all times to help keep them hydrated with older children able to access this, from a water dispenser. Babies are offered their beakers whilst seated in a highchair.

Children benefit from daily fresh air and exercise which helps them develop their physical strength. They have use of an outdoor area at set times of the day where they are able to play freely. A range of activities are available outside. For example, climbing equipment, some creative activities and construction blocks are used as a builders yard and children experiment and explore the possibilities of imaginary play. Children enjoy playing in the outdoor area, developing their physical skills as they climb, run, and roll balls down a pipe. They occasionally make visits to local shops and the library. Children are free to sleep or play quietly and relax after lunch, with babies sleeping to suit their individual needs.

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

The provision is good.

The children are safe and well cared for within premises that are secure and suitable for their purpose. This is because the staff ensure that the environment gives children good access to a range of facilities that successfully promote children's development. Indoor space is organised effectively, creating a safe environment which enables the children to explore while being appropriately supervised. The children can move freely and are protected from harm because they have space to play freely, to be active, quiet or rest. There is a good ratio of adults to children present, and adults are appropriately deployed, ensuring children are always well supervised.

Children are safe because staff ensures proper precautions are taken to prevent accidents and minimise identified risks. They have a good awareness of security ensuring children cannot leave the premises unsupervised and there can be no unauthorised access to visitors. Staff are aware of their responsibilities to keep children safe. This is supported by clear and comprehensive policies and procedures which are in place to ensure children's safety, and the policies are

shared with parents. There are clear procedures to ensure children are collected only by authorised people. The children learn about fire safety, they know the procedure for evacuation in an emergency and the provider and staff regularly practise this with them. Children are learning to keep themselves safe, for example they know to hold the hand rail when walking down the steps in the playroom. When children are taken out for a walk in the village they learn about the rules of the road. This teaches them to keep themselves safe from the dangers of traffic.

The children are well protected from harm because staff have a good understanding of their role in child protection. They are aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have concerns about a child, and are able to put appropriate procedures into practice, following the local authority guidelines.

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

The provision is good.

Babies and young children are happy and settled. Music is played for children to listen to and this makes a welcoming atmosphere. They freely explore their environment, developing good communication skills through gesture and eye contact as they have language and sounds reinforced by the staff. Babies are able to make use of a range of appropriate toys which builds on their growing awareness of objects around them and they begin to understand how these work. They are given a range of stimulating toys which encourages them to move freely in their environment. For example, a ball is rolled for a baby who delightedly crawls after it at speed, gathering it up and sitting looking proudly back at staff. Other children activate simple toys and push toy cars up and down the ramps or feel different textures. Staff question children about their play, encouraging them to think and explain how things feel. They are taken on some outings in the village, for example, they go to the local farm to see the animals and follow this up by using the animal sounds with the children.

### **Nursery Education**

The quality of teaching and learning is good. Children are happy in the setting and have a positive attitude to learning. They are motivated and are learning to work well together with adult support. Children are developing good language skills, and talk happily about their home and family while they take part in the activities. For example, children are learning to contribute confidently in group sessions as they each describe what they did at the weekend. Children listen to each other, sharing experiences and this, along with the introduction of new words expands their understanding of language. They are beginning to make marks and to recognise and write their own names. Children are learning to recognise numbers and regularly count during daily activities. Activities are used well to develop children's understanding of mathematics. For example, shapes are the topic for the week and many activities are planned to encourage children to become familiar with these.

Children enjoy role play, and are learning to co-operate as they use the home corner and the dressing up clothes. They show good observation skills as they take on imaginary roles, pretending to cook and set the table for a family meal. Children are creative and explore a variety of textures, spending time to experiment with the possibilities of each. For example, children feel fruit in syrup with their hands and spoon some into containers, staff question the children to encourage them to discuss how it feels. This encourages children to learn about the world around them. Children use the outdoor play area where suitable activities cover all the areas of learning well. They explore and experiment with a variety of fun learning experiences,

for example, children paint the wall with water on a paint brush. They interact well with their peers as they pretend to hammer and build with tools acting out imaginary roles.

Staff use effective systems to observe, monitor and evaluate children's achievements and to plan experiences that help children take the next step in their learning. Children benefit from a keyworker system and well organised sessions. For example, they are split into separate, appropriate groups for a set time to ensure that the younger children remain focused and this allows older children to begin to develop and expand their attention span. A flexible approach is taken with some children being able to leave the group to complete a puzzle as they become restless. However, daily routine does not always support children in making choices for whether to play indoors or outdoors. Planning shows that all six areas of learning are included during the weekly activities. Overall, children are making good progress towards the early learning goals.

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

The provision is satisfactory.

Children are all welcome and included at the setting. Information about children's routines, needs and interests is gathered prior to their attendance to ensure continuity of care. Staff ensure parents are informed about their children's care through verbal feedback, notice boards, regular newsletters. Parents are very positive about the setting and their children benefit because they feel confident and able to approach staff to discuss any concerns, or to talk about their child's daily care and achievements. Children have a lot of choices in their play, but are all taken outside and return inside after one hour as part of the routine. This involves all children in the age group leaving their play activities to join in with the change in routine, with no flexibility for meeting individual needs at this time. Children learn about diversity through activities throughout the term which include festival and discussions about differences in society. For example, children create lanterns for Chinese New Year and are currently discussing Easter. They have resources available to show differences in race, culture and disability for all children.

The Special Educational Needs Co-ordinator is fully aware of her role to support children with learning difficulties and disabilities although none are currently in attendance. Children behave well, they are calm and interested in activities moving around the provision in a sensible manner. Staff are quick to enforce this and remind children to take turns. For example, each activity in the pre-school area has a visual and number reminder to children of how many may be present in that area. This works well, as a child awaits quietly for another child to leave the home corner before taking his turn to play. Children's spiritual, moral, social and cultural needs are fostered.

The partnership with parents and carers of funded children is good. Effective systems are in place to promote continuity of children's development and their education. For example parents are given information about the areas of learning through news letters, posters and information displayed in the nursery. This helps them to support the child effectively at home. Parents are also invited to attend parents evening where they can see and discuss their child's progress. They are kept informed of themes and are able to see progress in children's learning through 'Wow' moments displayed on a notice board in the cloakroom. These include moments from the nursery and parents are encouraged to share some from home.

## **Organisation**

The organisation is satisfactory.

Children generally benefit from suitable organisation of the nursery. The manager has appropriate qualifications and experience to support the team. Staff deployment is sufficient to support the care and welfare of the children.

Documented policies and procedures are in place, these are shared with staff and contribute to the safety and welfare of the children. However, not all records of accidents are signed by parents which does not fully support the setting or children in the event of any subsequent reactions.

Staff all undergo robust recruitment and induction procedures to ensure that they are suitably vetted and qualified. They are continually monitored by appraisals and systems are in place to identify areas for development individually and as a team. For example, staff attend appropriate training which includes first aid and behaviour management. Staff meetings support the effectiveness of the provision and this promotes continuity of care for children.

Leadership and management is good. The nursery education is well delivered because the manager and staff are knowledgeable about the areas of learning. They fully understand how to use observations, assessment and evaluations to inform planning and move children on to the next steps individually. Staff provide a range of activities which contribute to the children's learning in all areas of the curriculum. The manager receives support from the advisory team to continually develop the nursery education for the children. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider was asked to, ensure everyday routines do not have a negative impact on children's learning.

This has been partially achieved through some effective changes to organisation. However, the use of the outdoor play area continues to restrict children to a timetable of one hour twice a day on most days. This continues to have a negative impact of limiting children's independence and choices as well as encroaching on their enjoyment of an activity, by making them finish what they are doing because of a change of routine.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see upon request. The complaints record may contain complaints other than those made to Ofsted.

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

On the basis of the evidence collected on this inspection:

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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):

- obtain signature from parents with regard to all accidents
- obtain signature from parents with regard to all entries of medication administered to children
- improve procedures for nappy changing routines to minimise the risk of cross infection

### **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):

- continue to organise time and opportunities for children to develop independence, make choices and take initiative.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)