

# Clowns Nursery Care Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	147516
<b>Inspection date</b>	17 September 2007
<b>Inspector</b>	Kay Williams
<b>Setting Address</b>	Cinderella Path, 153 Northend Road, Golders Green, London, NW11 7HZ
<b>Telephone number</b>	020 8455 7333
<b>E-mail</b>	
<b>Registered person</b>	Clowns Nusery Care 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Clowns Nursery is the only setting run by Clowns Nursery Care Limited. It opened in 1994 and operates from a purpose built building situated between Golders Green and Hampstead and is located within the London borough of Barnet. A maximum of 140 children may attend at any one time. The nursery is open each weekday from 08:00 until 18:00 for 50 weeks of the year. All children have access to a secure enclosed outdoor play area.

There are currently 269 children aged six months to five years on roll. Of these, 51 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 51 members of staff. Of these, 49 employees work directly with the children all of whom hold appropriate early years qualifications and several are working towards a higher qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children thrive because excellent procedures and practice effectively support their health and wellbeing. Meticulous cleaning routines create a hygienically clean environment which significantly reduces the risk of cross infection for the children. Younger children have two pairs of shoes, one for use indoors, the other for use outdoors, this ensures that the carpet area stays clean enough for babies to crawl on. Through everyday routines children are developing an excellent understanding of the importance of good personal hygiene as they are taught how to appropriately dispose of their used tissues while older children have worked on a health and safety project and have learnt about how germs spread.

Children are very well nourished because they are offered nutritionally balanced, healthy, home-made food. They relish the vegetarian diet they are offered, such as pasta, tomato sauce and vegetables. Meal times are positive social occasions where staff and children happily sit and chat together; 'Yummy, I'm hungry', the children claim as they pass the serving dishes around the table. Children have good opportunities to make healthy choices regarding the food that they eat, at the snack table; they help themselves to a variety of fresh fruit. Fresh drinking water is readily available as older children can pour themselves a drink from the water cooler while younger children can easily access their own beaker. The setting, through its own self evaluation, has recently further enhanced its commitment to ensuring that children learn to make healthy choices. In consultation with parents children now bring a 'platter of fruit' to share instead of a birthday cake, a move that has proven to be very successful. In addition children now thoroughly enjoy opportunities to work with the catering staff in preparing food and learn more about healthy eating.

Children have extensive opportunities to develop their physical skills. They make regular use of the settings three outdoor play areas. Children are gaining increasing confidence in their ability to climb, balance and run. They enjoy riding bikes, pushing and pulling carts and developing their fine motor skills through activities such as throwing and catching.

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

The provision is outstanding.

Children feel safe and secure in this extraordinary aesthetic, bright, child centred environment. Children arrive full of enthusiasm and are greeted warmly by the staff. Children who are new to the setting quickly develop their confidence as they are very well supported by the effective settling in procedure. Furniture and resources are of exceedingly good quality. They are safe and well maintained and effectively consider children's safety, for example, 'fire evacuation cots' ensure that all babies can be quickly evacuated from the building during an emergency situation. Children benefit from having the security of their own group room which offers an extensive range of age appropriate and challenging learning materials which they can easily access for themselves. Their sense of belonging is further strengthened by the visual displays of their own art work and photographs of themselves and their families.

Children's safety is given very high priority. Access to the premises is monitored with great vigilance. Systems such as CCTV and an intercom ensure that only those invited may gain entry to the building. Once inside all staff and visitors are easily identified by the security cards that they are required to wear at all times. Children's safety is further assured as effective risk

assessments are routinely conducted and recorded. Children are effectively developing responsibility for their own personal safety as they learn to climb the stairs safely with the encouragement of the staff and the use of hand rails which are positioned at different heights for them to comfortably hold on to. Furthermore, children's wellbeing is assured as all staff hold a current first aid qualification and most have recently attended training in advanced paediatric first aid.

Children are effectively safeguarded as staff have an excellent understanding of child protection issues. They are very aware of their responsibility to protect the children in their care and are confident about following procedures for reporting concerns because regular training opportunities strengthen their awareness. Children are cared for by staff who have been thoroughly vetted and there are effective systems in place for regularly repeating checks on all staff.

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

The provision is outstanding.

Children benefit immensely because staff hold sound knowledge of the Birth to three matters framework, consequently younger children flourish as the nurturing environment that staff provide enhances their security and sense of belonging. Therefore, they are very well placed to learn through the extraordinarily wide variety of activities offered to them. Staff plan for children's learning from their own individual starting point. They monitor children's progress in detail and use this information to plan future activities which effectively move children on through to the next steps in their learning. For example, as children delight in books and animals, staff plan to extend this interest by introducing stories which include animals and by playing animal sound lotto games.

Younger children are very well cared for by staff who clearly enjoy their time spent with them. Staff are very well deployed and the effective key worker system means that babies enjoy positive relationships with adults whom they can seek comfort from, as they are rocked to sleep or have fun with as they squeal with delight as they are cuddled and tickled. The environment is carefully planned so that children can move freely between a whole wealth of activities. There are numerous opportunities for babies to develop their sensory experiences, from studying themselves in the low level mirrors or enjoying the tactile experience of handling shaving foam. Younger children are developing a greater understanding of their world as they re-enact familiar routines, such as shopping in the role play area. Children delight in the use of musical instruments, and have fun as they jump and dance to the action rhyme 'hop little bunnies'. Children are developing their physical skills with ever increasing confidence. Babies and toddlers have a separate area of the garden where they can comfortably develop newly acquired skills such as walking and climbing within a safe environment.

Children are becoming skilful communicators. Toddlers are confident enough to gesticulate their ideas through pointing and nodding in response to discussion relating to the 'red' artefact that they have brought in to share with the group at circle time, while older children are eager to discuss their exhibit in detail. There are many opportunities for children to develop and practise their emergent writing skills as they have easy access to a wide range of pens, pencils, paint brushes and paper. Children listen attentively to stories as they begin to learn that written text has meaning.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff know the children very well and rigorous assessment means that they are able to plan an environment which inspires their learning beautifully, consequently all children are making excellent progress in all areas of the curriculum. Staff have a detailed working knowledge of the Foundation Stage Curriculum and are subsequently able to provide a whole wealth of meaningful activities which engage and sustain children's interest both in and outdoors. As they work closely with the children they are able to extend children's learning through appropriate thought provoking questioning and by planning future activities which build on children's existing knowledge.

Children are developing excellent communication skills. They are articulate communicators who actively think about and discuss the meaning of new words as they arise during story time. They are able to recognise their name and many can also recognise the names of their peers. Children are developing their writing skills beautifully and many children can identify all of the letters of the alphabet and the sounds that they make. Older children can write simple words with correctly formed letters. Children play cooperatively together and are very able to independently organise their own games. A small group of children play with the hospital play people and democratically decide who will be the patient, the doctor and the ambulance driver. Staff are skilled in knowing when to foster children's independence and when to offer support, for example when children pour drinks or wash their hands.

Children enjoy autonomy over their art activities and create their own self portraits using a mirror to look closely at their skin tones and facial features. Their appreciation for art is superbly extended as they observe paintings by the artist Monet and recreate their own version of the painting the 'water lilies'.

Children engage in daily opportunities to extend their knowledge and understanding of the world in which they live. They use a computer with confidence and talk enthusiastically about the new piece of equipment, the 'white board', which will allow them to project their pictures and written work on to a big screen. Children are developing their awareness of environmental issues as they learn about recycling and have recently set up a 'recycling bank' at the front of the nursery.

Children use mathematics as part of their everyday learning. They can count reliably to 10 and often beyond. Children are able to match and sort with relative ease and are developing ever increasing levels of competence in shape recognition. Children enjoy extensive opportunities to strengthen both fine physical skills and large physical skills. They use tools, such as scissors, hole punches and stencils with increasing control. Outside in the garden they climb, run and jump with ease, rising to the challenge of more advanced skills, such as steering a bike with two passengers around an obstacle course of tyres and cones.

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

The provision is outstanding.

Children are very happy within the setting because their needs are so well met. They are encouraged to eat and sleep according to their familiar routines; children who are too sleepy to enjoy their lunch are saved a meal for later. Children are self assured individuals who enjoy trusting relationships with the staff. New children are settling well into the group and gain real comfort and reassurance from staff who explain exactly when their parents will return. Children have a firm sense of belonging as they have a named drawer to store their own personal belongings and art work. Younger children's security is strengthened as they have easy access to their own personal effects, such as a comforter and photographs of their families are displayed

within the room. Children enjoy playing with a wide variety of resources which positively reflect cultural and social diversity. Children who are learning English as an additional language are extremely well supported. Much of the written text, including labelling and sign posts are written in a wide variety of different languages. Children's own language is valued as their skills are called upon to translate messages to other children and their first language is reinforced by staff who are keen to learn key words. This approach effectively fosters children's spiritual, moral, social and cultural development.

Children are extremely well behaved. This is because staff effectively and consistently implement the settings well written behaviour management policy. Staff are calm and gently spoken and create a real sense of fun which the children respond very well to. Children are developing a growing concern for others as they cooperatively make a space on the carpet for another child to sit down and listen to the story.

Children with learning difficulties are extremely well supported. Staff work in partnership with the parents and other medical professionals to ensure individual education plans effectively ensure that all children reach their full potential. The setting's ethos is strongly committed to inclusion and has gone to great lengths to ensure that the premises are easily accessible to all by installing a lift, ramps and a disabled toilet. Staff are equally profoundly committed to inclusion and have taken several unique steps towards valuing and recognising special needs. For example, they have developed a good working relationship with a local school for children with special needs and have offered work experience placements to special needs students and are soon to offer children physical education activities led by a sports teacher who uses a wheelchair.

The partnership with parents is outstanding. They are offered a whole wealth of written information about the nursery's ethos and are subsequently very well informed regarding what their children are learning. They are verbally informed about their children's progress on a daily basis and through a written report which is offered twice per year. Children benefit as superb relationships between parents and staff enhance their experience at nursery. Parents regularly help out at the setting, attending outings or enriching the children's cultural experiences by offering them stories in different languages. Endless cards and letters of gratitude from past and present parents decorate the notice boards.

## **Organisation**

The organisation is outstanding.

Children are very well cared for because the nursery is exceptionally well organised. Children benefit immensely as staff hold secure knowledge of appropriate curriculums, including Birth to three matters and the Foundation Stage Curriculum. Consequently, the environment offers children endless opportunities to engage in a vast range of meaningful activities both inside and out. As a direct result children are very confident and are enthusiastic learners who are succeeding in all areas of their learning.

The leadership and management is outstanding. The staff are led by a very effective management team and together their combined skills ensure that children flourish in their care. Children's care and learning is greatly enhanced as staff turn over is minimal, therefore they are offered excellent continuity of care. This well established staff team are very committed to their role and are constantly seeking to improve the quality of provision they provide through various measures, including regular self assessment and detailed evaluation of their performance. For example, children's health and wellbeing has been enhanced by re-evaluating how the setting

taught children about the importance of healthy eating. In addition staff regularly attended weekend training to develop and update their knowledge.

Comprehensive policies and procedures serve to underpin the high standards of existing good practice. Record keeping is meticulous and in line with and often exceeding current guidance, for example, the setting has recently developed an accountability policy which provides staff with additional checking procedures to further ensure children's safety.

The nursery meets the needs of the range of children for whom it provides.

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

At the last inspection the provider agreed to improve staff knowledge of child protection issues, provide more resources which reflect positive images of disability and offer children additional opportunities to use musical instruments.

Children now benefit from the significant improvements made. Staff hold sound knowledge regarding child protection procedures, resources positively reflect disability and children enjoy numerous opportunities to use and enjoy musical instruments.

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

Since 1 April 2004 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 on 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:

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

The quality and standards of the nursery education are outstanding.

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

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)