

# Clifton House Day Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	310409
<b>Inspection date</b>	18 July 2007
<b>Inspector</b>	Frank William Kelly
<b>Setting Address</b>	15 Cambridge Road, Waterloo, Liverpool, Merseyside, L22 1RR
<b>Telephone number</b>	0151 949 0838
<b>E-mail</b>	
<b>Registered person</b>	Lesley Jones
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Clifton House Day Nursery has been registered since 1990 and is operated by an individual. It is based within a detached property, which is situated in the Waterloo area of Liverpool. Children are cared for within seven playrooms over two floors of the property. There is an enclosed outdoor play area.

A maximum of 41 children may attend at any one time. There are currently 50 children aged from 11 months to four years on roll. Of these, 13 receive funding for nursery education. Children come from a wide catchment area as parents travel into and around the area to work. The service operates from 08.00 to 18.00 each weekday, 50 weeks of the year.

The setting employs 10 staff, all of whom hold appropriate early years qualifications. Two staff are working towards a qualification. The setting receives support from the Early Years team.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and well-being are actively promoted as they are cared for in premises that are kept very clean and well-ventilated. Very good policies, such as those for sick children are in place and staff implement cleaning and nappy changing procedures that reflect recommended practice, in a consistent manner. Parents are kept well-informed about current infections within the nursery, which helps to further minimise the spread of infection to the children. Children of all ages are learning about good personal hygiene through daily routines. Older children clean their teeth after main meals and all children wash their hands before eating or after visiting the bathroom.

All staff have completed up-to-date first aid training to help protect children in the event of an accident or minor injury. Regulatory policies relating to the reporting of notifiable diseases and food poisoning have been devised and medication administration and accident recording follows regulatory requirements.

Children's physical health is very well promoted, both indoors and out. Children vigorously run around the garden, which raises their heart rate and stimulates their lung capacity. They eagerly climb a variety of climbing stations which encourages them to practise their balancing and coordination skills. The range and variety of outdoor play equipment provides good challenge and progression for children of all ages and developmental stages. Older children enjoy a range of adult supported games, such as football and baseball. Some children demonstrate keen hand-to-eye coordination as they repeatedly hit the ball across the garden. Inside children have access to a large soft play area and regularly construct with a range of materials including bricks and connective wooden resources.

Younger children and babies have good floor space to crawl and stretch. Inside they spontaneously break into dance when the music starts. Staff encourage this by praising and applauding the children as they bob up and down, rock and sway from side to side. Children enjoy exploring, rolling and squashing dough, fitting together jigsaws and sorting shapes with the posting boxes.

Babies and younger children follow their individual feeding and sleeping routines as and when required. They enjoy being independent and having spoons and forks to feed themselves with. Meal times for all children are relaxed and social occasions with lots of chatter. Older children confidently serve themselves. Drinks for all the children are served on a regular basis and each room has a jug and cups for children who wish to drink when they are thirsty.

Children's individual dietary needs are known and catered for, very well. An interesting menu is served that is freshly prepared daily, using mainly fresh ingredients. Meals served include a range of tastes and textures and are very tasty to eat. During the inspection all the children ate with relish, the vegetarian curry and rice. Healthy snacks include pilchards on toast, salads and variety of fruits, such as oranges, bananas and grapes.

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

The provision is good.

The premises are maintained to a good standard and presented in a pleasant and child-friendly manner. The children's art work and commercially produced pictures and posters further

contribute to the pleasant and stimulating environment. Thus, the children enter the playrooms eagerly and settle quickly.

Rooms and play space are well organised, with sufficient space for the children to rest and play safely. There is an interesting range of resources and equipment, which are easily accessible to the children. These resources are well maintained, safe and suitable for their purpose. They provide appropriate stimulus and challenge; helping children to progress their learning and development.

Staff implement the safety procedures well to help keep children safe. They monitor access to the setting vigilantly and record visitors presence immediately into the record book. Children are well supervised at all times and staff monitor them regularly whilst they are resting. Risk assessments have been completed and are reviewed on a regular basis. All areas of the setting are checked before the children arrive and staff check the garden prior to use on each occasion. Fire safety equipment and signs are in place and staff practise the fire evacuation procedure with children, helping them to understand what to do in the event of an emergency.

The children demonstrate an understanding of keeping themselves safe. They explain to visitors the reasons why and the of importance of, wearing hats and sun screen whilst out in the garden. Gentle reminders from staff help them keep safe and consider the safety of others as they are reminded about mopping up spills so they do not slip or to hold the hand rails when using the stairs.

The children's welfare is further protected as staff have a sound awareness of child protection issues. Some staff have completed training which they have shared with the rest of the team. The staff are familiar with the procedures in place and the steps to be taken should they need to report concerns. The policies and procedures reflect those of the Local Safeguarding Children Board.

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

The provision is good.

All children are lively and interested in what is available to them. They play with interest and purpose spreading themselves out on the floor, snuggling up to a member of staff to share a book or sitting at the table completing jigsaws. They enthusiastically play their instruments during adult led sessions and whilst lining up to go outside join in with action songs, such as 'heads, shoulders, knees and toes'.

They enjoy painting and playing with the sand and water. Displays of photographs demonstrate that they enjoy regular opportunities to explore other tactile experiences. These include shaving foam, cornflour gloop and play dough. Activities and weekly routines in the younger children's rooms are linked to the 'Birth to three matters' framework and staff are in the process of implementing practically a system for assessment to monitor the children's progress, as advised by the Early Years advisory team.

Staff have formed good relationships with all the children. Babies and toddlers seek comfort and reassurance when visitors enter the room but soon feel confident to engage with the strangers; assured that staff are close by. Children's personal needs and routines are followed and staff spend time sitting and talking with the children to whilst they play.

Babies and young children enjoy a range of activities that are appropriate for their age and stage of development. The children are eager to explore and enjoy selecting toys which they experiment with. For example, one child pretends to screw the cot together with the toy screwdriver and another giggles with a cheeky smile, as he taps a spoon on the covered radiator; knowing that it will create a 'tune'. Staff clap and vocally applaud the children's achievements, which in turn increases their self-confidence to further experiment and explore their world.

#### Nursery Education.

The quality of teaching and learning is satisfactory. Staff are familiar with the curriculum guidance for the foundation stage and how the six areas of learning are to be successfully promoted. The planning systems in place contribute to children receiving a range of learning experiences throughout the year.

On a daily basis staff help children practise what they have learnt. For example, they engage them in role play and use props, such as the telephone to engage the children in play. They pretend that they are placing an order at the café and encourage the children to write down the orders. They encourage the children to count when they are getting ready to go outside or ask how many chairs are at the table.

Assessment systems are in place and staff update the children's developmental records on a regular basis. However, at present they do not use their assessments and observations in a secure manner to plan the next steps for the individual child's learning.

That said, children show a keen interest in learning and trying activities. They listen well and show an eagerness to join in with discussions, confident to share what they know and think. They enthusiastically discuss how they have planted seeds in the garden, the importance of ensuring that there are drainage holes in the tray and that the seeds need water.

Children play well with each other and share well. They are familiar with routines and what is expected of them. For example, during a group game the adult is distracted by another child. The remaining group of five children continue to successfully play the lotto game without adult support.

Children play together imaginatively; they enjoy role play inside and out. For example, they play cafés with the staff, pretend to be a dog and outside, they build a castle with the large plastic bricks. They talk to and ask questions within their peer group, such as 'are you building skyscraper?'

Regular planned adult led activities about people who help us and trips to the local marina help children learn about the wider world. They have regular opportunities to use technology, such as the computer and compact disc player.

Children eagerly join in counting activities and spontaneously hold up groups of fingers to represent numbers. They describe two bikes and that they are four years old. They use positional language, such as on the floor and under the table. They count how many toys are in the story and eagerly predict what will happen next. They understand the terms author and illustrator and what they do.

Creativity is appropriately fostered as children enjoy a range of independent and adult led creative activities. Some spend over 25 minutes absorbed with a cutting and sticking activity. Others paint freely at the easel and as a group have all been encouraged to paint their own

sunflowers in the style of Van Gogh. They are familiar with colours as they talk to visitors about the red, yellow, green and blue bricks that they are building with.

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

The provision is good.

Children have a good sense of belonging. They have formed good friendships with their peers and the staff. The children have access to a range of good quality resources which promote positive images of the diversity within today's society. Fund raising for social events, such as Red Nose Day are helping them to learn about helping others. The setting has devised effective systems to promote the care of children with specific needs. It has good policies and procedures that are securely linked and organised to work in partnership with the other professional teams and agencies.

Children's spiritual, moral, social and cultural development is fostered. Staff's warm and pleasant attitude is having a positive impact on the children's behaviour. During circle time each child is greeted with sincerity, which helps them to feel valued and encourages the children to interact with each other respectfully. Staff present positive role models throughout the day and have high expectations that the children should do the same. Thus, this calm and respectful approach means that children are mirroring the adults lead well.

Children play nicely together and on most occasions they are willing to share. They are familiar with the boundaries and simple rules. They line up well, listen to what adults are saying to them and willingly help to tidy away and take care of the toys.

Many aspects of the partnership with parents are good and work well. There is a lot of information about the setting and concerns are responded to and resolved quickly by the management. Annual questionnaires are sent out and comments responded to. Children benefit from the familiar relationships staff have with parents. An information leaflet for parents to take home includes information about the setting and how it operates. Parents were observed to enjoy regular daily discussion with the staff and a daily log is provided for parents of younger children.

With regard to parents of children receiving nursery education the provision is satisfactory. There is some information about the learning programs and an invitation to parents to view their children's development records is displayed on the notice board. The setting has recently held a parents evening for parents to view these documents. However, at present, parents are not actively encouraged to make comment on these files and receive little information about how they can contribute to their children's learning at home should they wish to do so.

### **Organisation**

The organisation is satisfactory.

There are robust procedures in place for the recruitment and vetting of staff. The provider is aware of the changes to regulation and the required policies and procedures have been revised and improved. The children are cared for by experienced and qualified staff, which contributes to the well-being and consistency of care for the children. Staffing ratios are met at all times and staff deployment is good. The children benefit from the small groups and familiar key worker systems in place.

Resources in the rooms are well organised so children have many independent choices. Daily routines are organised so that children can enjoy periods of adult led and free play activities. During some routines, such as meal times the children serve themselves which effectively develops their independence and physical competence. However, some of the daily routines, for example, early afternoon snack or tidying up to go out to play outside means that children are often interrupting their play unnecessarily. A simple operational plan is in place and a more detailed outcomes file has been created, which the management use to inform staff and parents how the setting operates. These and the regulatory documentation required demonstrate the procedures that underpin the management of the setting to promote the welfare, care and learning of children.

The quality of leadership and management of the nursery education is satisfactory. The management are keen to improve the outcomes for children as they seek training for staff. They are aware of actions required and have begun to implement a more rigorous self evaluation so that they can improve and monitor the learning program further.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last care inspection three actions were raised and four recommendations made to improve the care for the children. Since then the setting has revised regulatory policies for child protection and uncollected children, they have completed formal risk assessments and implemented daily procedures for staff to follow, which promote the children's safety.

Systems for sharing information about children have been improved as parents of younger children now receive daily written updates about what their child has been doing. Children's care has been further improved as a staff induction program has been devised, which helps staff to implement the policies and procedures in a manner that promotes consistency of care for the children. Several of the staff have completed training regarding the 'Birth to three matters' framework and this coupled with the revised organisation of resources is providing children with more independent play and learning opportunities.

At the last nursery education inspection four recommendations were made. The setting has made satisfactory progress with all of these and is aware of further action to improve those linked to parental partnership and planning the next steps for children's learning. It has made good progress in children's understanding and opportunities for children to write for a purpose. Children have good access to mark making materials and use them in their play as discussed within the nursery education section of the report.

Policies and procedures for including and supporting children with additional needs are in place as discussed within the positive contribution section of the report.

### **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 on request. The complaint 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### 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):

- revise the organisation of daily routines so that activities, such as tidying up and snack times have minimal impact on children's time to play. Identify ways which will enable children to return to unfinished play, (and nursery education).

#### 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):

- further develop planning systems so that staff can systematically plan the next steps for children's learning
- consider ways that parents can be involved with their child's learning at home, and contribute to their assessment records if they so wish to do so.

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)