

Circus Day Nursery Ltd

Inspection report for early years provision

Unique reference number 101756
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Inspector Shirley Ann Jackson / Rosamund Jane Tustian

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Circus Day Nursery was registered in 1997. It is situated in a house in Pittville, a residential area close to Cheltenham town centre. Children attend from all areas of the town and surrounding areas. The nursery has a driveway so that children may be delivered and collected away from the main road. The nursery is open from Monday to Friday between 08.00 and 18.00. There is a fully enclosed garden to the rear of the house for outside play. Care is organised over four floors, with each floor organised to provide care for a particular age group of children. Access to the nursery for children under two years is down a flight of stairs and may involve internal stairs, depending on the age of the child. Children over two years enter the nursery by a flight of stairs up to the front door and may also need to negotiate internal stairs depending on the age of the child.

The nursery is registered on the Early Years Register and may care for a maximum of 119 children in the early years age group. There are currently 214 children on roll. Of these, 47 children receive funding for early education. The nursery can support children with learning difficulties, disabilities and those speaking English as an additional language.

The nursery employs 42 staff in total. These include the management team, kitchen staff and lunchtime cover. Of the 36 staff working directly with the children, 21 are qualified and 14 are working towards a qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

The nursery mostly meets the needs of the children who attend and enables them to make suitable progress in their learning and development. Staff promote many aspects of children's welfare with success, ensuring they are safe and secure. Staff provide a friendly environment where children are made to feel welcome. Partnerships with parents and carers are good but the nursery has not yet built links with other providers who also offer the Early Years Foundation Stage. The nursery has begun the process of self-assessment for their provision and has addressed some areas identified at the last inspection in order to improve experiences for the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways, or to support specific skills; and to enable children to become absorbed in the action and exploration of their own ideas
- encourage children to recognise their own unique qualities; display lists of words from home languages used by children in the setting and invite

- parents and practitioners to contribute to them
- provide a range of large play equipment that can be used in different ways, such as boxes, ladders, 'A' frame and barrels
- enable key persons to develop a genuine bond with children that offers a settled, close relationship
- build links with other settings offering the Early Years Foundation Stage to ensure all adults take part in assessment and so that there is continuity and consistent care

To fully meet the specific requirements of the EYFS, the registered person must:

- undertake sensitive observational assessment in order to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation)

01/03/2009

The leadership and management of the early years provision

The nursery has comprehensive policies and procedures in place and these are shared appropriately with all staff and parents. There is a strong staff team who are enthusiastic and motivated. Good systems are in place for staff recruitment and induction. Regular appraisals are in place, to ensure staff strengths and areas for development are identified. Management have invested in team building and staff training to increase knowledge, morale and confidence within the nursery. A process for evaluating the nursery's strengths and areas for development is in its infancy. Areas to be addressed include offering raised flowerbeds in the garden area so that children in each age group can grow and care for plants of their choice. Recommendations set at the last inspection have been tackled but there is room for further improvement, which staff have identified.

Children are safeguarded appropriately through staff knowledge and understanding of the required policies. Most staff have attended training so are aware of the indicators of abuse and neglect, and are aware of what to do with any concerns they have. Risk assessments are carried out and regularly reviewed. Younger sleeping children are monitored using close circuit television and regular physical checks by staff. For older sleeping children, a member of staff remains in the room with them. Staff find out about each child's background and home language, but little is done in the nursery to celebrate or value these.

Partnership with parents and carers is strong. Initially, parents are provided with a colourful prospectus which outlines what the nursery has to offer. Information is then shared through a variety of ways including informal feedback at the end of the day, monthly newsletters, notice boards, parents' evenings and by sharing children's "Learning Journey". Parents speak very highly of the quality of care their children receive and the friendliness of the staff. Many also appreciate the additional services offered such as the babysitting, hairdresser and access to first aid courses. Some children attend other registered settings. Links with these

providers have not yet been forged to ensure that all adults involved with the children take part in the assessment process and to ensure consistent and continuous care.

The quality and standards of the early years provision

All children take part in a range of activities and experiences, which over time, helps them to develop and learn. Staff are working with the Early Years Foundation Stage, some more confidently than others, and have a sound understanding of the areas of learning. Children benefit from a range of adult-led and child-initiated activities. Older children are able to choose and select activities and resources for themselves. All children, except babies, move from one room to another throughout the day, making it difficult for them to extend and develop their own ideas and to move resources from one room to another. Staff observe all children as they play, noting their interest and progress on children's "Learning Journey". However, not all staff are able to link what they have identified as the child's next steps to future plans that will help the child progress to the next stage in their learning. They are not always able to build on children's knowledge or ensure that activities are based at an appropriate level of understanding for each individual child.

Most children settle well, some with more support than others. The nursery has a key person policy, but this has not yet been developed sufficiently to ensure that each child's individual needs are fully met. Children develop friendships, share resources willingly and like to help others. Their communication skills are well fostered across all ages. For example, staff respond appropriately to babies babbling and noises and introduce new vocabulary to older children. Children of all ages enjoy sharing books as a group and individually, and are developing a love of books and stories. Children develop their understanding of the world as they visit the nursery 'jungle', where the nursery pets are situated, and they watch the African snails in another room. Pre-school children enjoy weekly 'forest school' sessions in a separate part of the garden. Children are sometimes taken out into the local community for walks, for example to the nearby park. Children learn about supporting those less fortunate than themselves as they hold annual fundraiser events for Children in Need and the Meningitis Trust. Children have good physical opportunities as they play in the sensory room, ball pool room, crawl around the playrooms, pull themselves up on furniture and practise their standing and walking techniques. All children, except babies, have daily opportunities to enjoy the outdoors where they ride on wheeled toys, ride bikes or walk across the wobbly bridge. However, more able children are not always sufficiently challenged when playing outdoors. Children learn about technology as they competently use the computer and younger children enjoy playing with toys that make noises. Children experience numbers as they join in with number rhymes and songs, sometimes using props. They enjoy imaginative play as they push dolls around in buggies, make drinks and play with small world toys. Children have the opportunity to sing action songs and to play with musical instruments with the 'mini stages' theatre group who visit the nursery.

Children are offered generally healthy and nutritious meals and snacks. Meals are

freshly prepared at the nursery using a two week menu. All children's dietary requirements are well met. Babies feed routines are closely followed and staff work with parents to identify these. Children have access to drinks throughout the day as staff carry their water bottles from room to room. For younger children, drinks are on the side under named labels for staff to give to children during the day. Hygiene routines throughout the nursery with regard to nappy changing, hand washing and general cleanliness are mostly effective to reduce the spread of any infection. Staff are positive role models for the children with their friendly and fun attitudes. They have high expectations of behaviour and the children respond to these and behaviour is good.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 3 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 3 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 3 |
| How well are children helped to make a positive contribution? | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.