

Claire's Newport Nursery

Inspection report for early years provision

Unique reference number	EY379933
Inspection date	16/02/2009
Inspector	Heather Morgan

Setting address	Newport Nursery, 3 Trafalgar Lawn, BARNSTAPLE, Devon, EX32 9BD
Telephone number	01271346529
Email	
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Claire's Newport Nursery is one of three in a privately owned chain. It opened in 2008 and operates from a converted Victorian property in a residential area of Barnstaple. Children are accommodated in different age groups, in rooms on three floors of the building. The premises are accessed via a short flight of stone steps. There is a small, enclosed outdoor play area. The nursery is open each weekday from 07.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 75 children may attend the nursery at any one time. There are currently 84 children on roll, 83 of whom are aged from birth to under five years. The nursery provides funded early education for three- and four-year-olds and supports children who speak English as an additional language.

There are nine members of staff working with the children, six of whom hold appropriate early years qualifications. Another member of staff is currently working towards a qualification. The nursery staff are supported by a chef who prepares meals for the children on site.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy, settle well in all areas of the nursery and generally demonstrate an enthusiasm for learning. All children have opportunities to participate in a wide range of activities that promote their progress and development, although the planning and implementation of activities for younger children is less well established than for the older ones. Strong leadership, and commitment of the whole staff team to improve outcomes for children, enables the setting to implement new policies and procedures effectively to address areas they identify for improvement. This provides a firm foundation on which to develop future plans for the nursery.

What steps need to be taken to improve provision further?

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

- continue to develop procedures for assessing children's progress and using this information to plan activities that build on what individual children already know and can do, particularly for children under three years
- ensure that staff respond appropriately to encourage and extend children's curiosity and learning through well organised routines and child-initiated play
- implement consistent and effective hygiene procedures at meal times
- support all children in developing a positive sense of their own identity and culture to promote a positive self-image

The leadership and management of the early years provision

The new management team at the nursery work hard to establish a strong team of staff and effective partnerships with parents. Regular evaluation of how the nursery operates enables them to identify the most significant areas for improvement and implement plans to improve outcomes for children. Where improvements are particularly successful, for example, the introduction of effective planning and assessment procedures for older children, the management team identify ways to cascade good practice throughout the nursery. Although this is not yet fully implemented, clear plans are in place to demonstrate how future improvements are to be addressed.

All regulatory documentation is in place and shared with parents and staff. This supports staff in developing a consistent approach to caring for children and provides detailed information for parents. Staff develop effective partnerships with parents through regular communication. For example, discussions at the beginning and end of the day, daily diaries, regular newsletters and access to children's assessment folders provide good opportunities for staff and parents to exchange information about children's individual needs. Parents have confidence in the staff and are pleased with the progress their children make whilst at the nursery.

Children's welfare is given appropriate priority and staff are familiar with the procedures to follow in order to safeguard children.

The quality and standards of the early years provision

Children are kept safe and secure at the nursery. The building is well maintained and staff carry out regular checks of the premises and equipment to ensure that children are not exposed to unnecessary hazards. Children learn the importance of road safety when out and about on walks and also regularly practise their fire drills to ensure they can evacuate the building promptly in the event of a fire.

Good attention is paid to developing healthy eating habits as children have regular snacks and meals throughout the day. Meals are freshly prepared on the premises, using fresh, nutritious ingredients. However, hygiene procedures are not implemented consistently at all meal times.

Children's behaviour is good and they are developing the necessary skills to play together harmoniously. For example, they are able to share and take turns with resources. They learn about different cultures and faiths through planned activities, although these do not always reflect the diversity within the group.

Children of all ages have opportunities to access a wide range of activities that, overall, support their progress and development. For example, babies use their senses to explore a range of natural and man-made materials and they learn that their actions can operate simple electronic toys. As they become more mobile, and move on to the next room they begin to use simple construction toys and role play equipment to develop their physical skills and begin to make sense of the world

around them. Staff observe their play and are beginning to evaluate their progress. However, at present, they do not make sufficient use of these observations to identify how they can effectively support children's next steps for learning. Staff sometimes miss opportunities to interact with children when they initiate their own play, in order to extend their skills and understanding.

Older children enjoy rich learning experiences which are often planned to reflect their current interests. They particularly enjoy participating in complex role play, which they develop cooperatively with their peers. For example, they build on their recent experience of learning about fire fighters to develop highly imaginative emergency situations, which they resolve together, such as rescuing cats from trees and extinguishing house fires. They are enthusiastic about their excursions into the local environment where they find out how to borrow books from the library and how to make pizzas in a local restaurant, or buy fresh produce from the market in order to prepare tasty and nutritious meals. Staff use their regular observations of the children's play to track their progress and identify what they need to learn next. However, they do not always make the best use of child-initiated play to develop new skills or assess what children know.

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.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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

There have been no complaints made to Ofsted since registration.

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.