

# Clopton Nursery Trust

Inspection report for early years provision

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**Unique reference number** 200556  
**Inspection date** 12/02/2009  
**Inspector** Patricia Underwood

**Setting address** Clopton Road, Stratford-upon-Avon, Warwickshire, CV37  
6TE  
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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).

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

Clopton Nursery Trust is a privately owned setting which opened in 2000. It operates in a purpose built-annex adjoining Thomas Jolyffe Primary school in Stratford-upon-Avon, Warwickshire. Links with the school have been established. The provision offers nursery care, out of school care and a holiday play scheme for a maximum of 40 children at any one time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children have access to a safe and secure outdoor play area. Disabled access is provided.

The nursery is open Monday to Friday from 08:45 to 15:20, term time only. The out of school care is open Monday to Friday, from 08:00 to 08:45 and 15:20 to 18:00 in term time only. The play scheme is open Monday to Friday, from 08:00 to 18:00 during school holidays.

There are currently 173 children on roll. Of these, 63 children attend the nursery and 44 of these receive funding. The remaining 110 children attend various sessions of the out of school club or the holiday play scheme. The setting serves families and children in the local community and surrounding areas. It supports a number of children with learning difficulties and/or disabilities.

There are 16 members of staff who work with the children. All but three have relevant qualifications in early years education or childcare. The remaining members of staff are in the process of obtaining appropriate qualifications. The setting receives support from a teacher mentor from the local authority.

## Overall effectiveness of the early years provision

Staff ensure a warm and stimulating environment for the children and provide a wide range of activities in each area of learning. Parents have very positive views about the nursery. It is fully inclusive and integrates children with learning difficulties and/or disabilities very well. Children are happy, settled and enjoy their learning. The after school and holiday clubs provide an adventurous range of activities. All issues from the previous inspection have been addressed and capacity for further improvement is good.

## What steps need to be taken to improve provision further?

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

- develop assessment procedures to clearly highlight the next steps of learning for each child
- implement a formal system for recording areas of strength in provision and those where improvement is required

## **The leadership and management of the early years provision**

There is strong sense of purpose and commitment amongst the staff to ensure the nursery runs smoothly and effectively on a day-to-day basis. The staff work very well as a team and know their roles and responsibilities well. Effective procedures are in place for identifying any child at risk, thus ensuring children are well protected. All policies are in place and regularly updated. All staff are carefully vetted. Staff complete daily checks to ensure that risk assessment is secure. For example, during the snow, checks of the decking in the outdoor area judged it to be unsafe, so children could not use it.

Staff promote an outstanding partnership with parents. Parents express very positive views about the setting. These include; 'It's wonderful, brilliant', 'Children settled really quickly' and 'Staff are lovely and very understanding'. These comments also reflect parents' confidence in the nursery. Liaison with outside agencies is very good, ensuring appropriate provision for children with learning difficulties and/or disabilities. Links with the school are good, but liaison with the Reception teacher is more limited. Children visit the Reception class towards the end of the summer term prior to moving to the infant school.

Resources are easily accessible and well used to engage the children, both inside and outside. Self-evaluation is satisfactory. The nursery knows itself well and meets monthly as a team to discuss its strengths and areas to improve. However, subsequent decisions and planned actions are not always recorded sufficiently and this makes monitoring of improvement more difficult.

## **The quality and standards of the early years provision**

The nursery provides a safe, secure and stimulating environment where the children are happy and settled. There is good quality provision for children's welfare. Staff have a good understanding of the learning and developmental needs of children in the Early Years Foundation Stage. Planning links well to each area of learning. Children are encouraged to offer and share their ideas. Children respond positively and make good contributions, which staff use when planning activities. Consequently, children are keen, concentrate well and enjoy their learning. There is a suitable balance between adult-led activities and those chosen by the children themselves. As a result, children show good independence as they choose what to do. Day-to-day assessment is good, but does not identify the next steps for learning clearly enough.

Staff and children share very good relationships and these have a positive effect on the children's confidence, learning and enjoyment. Key workers provide good support and guidance for their children. Staff place a strong emphasis on developing the children's language skills and use questioning well to stimulate vocabulary. Children enjoy their activities, for example, pretending to run a baby clinic in the role-play area. Children love books and listen attentively to stories. They participate with enthusiasm in singing rhymes, action and number songs. No opportunity is missed to promote the children's good development of number and

computer skills. These activities and skills contribute well to the children's economic wellbeing.

Other personal and social skills are also developing well. Children are encouraged to be good listeners and good behaviour is praised. Consequently, they behave well, are beginning to listen carefully, share resources, take turns and respect each other. There is a lovely atmosphere within the nursery.

Children develop a good understanding of how to live healthily and safely. Healthy snacks are readily available and a healthy hot meal is served at lunchtime. Children sit with their friends and most eat well, enjoying the food. Personal hygiene is stressed at all times and staff ensure hands are washed before meals. The after school club also provides a safe environment for the children and offers a good range of activities to meet the needs of each age group. The club integrates both the younger children and children with learning difficulties and/or disabilities very well. Children are happy, settled and enjoy the experiences offered. The holiday club makes a strong contribution to the children's enjoyment and progress. It offers an amazing range of unusual experiences for the children from theatre and circus skills workshops, to puppeteers and visits to places of interest.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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

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

## **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 the last inspection.

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.