

# Clifton Lodge Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY298194
<b>Inspection date</b>	06/04/2009
<b>Inspector</b>	Ferroza Saiyed

<b>Setting address</b>	228 Clifton Drive South, St Annes On Sea, Lancashire, FY8 1HY
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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## 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**

Clifton Lodge Nursery is one of three children's day nurseries privately owned by the registered provider. It has been registered since 2005 and operates from a two storey detached building situated on a main road, close to the sea front in St Anne's in Lancashire. The nursery facilities comprise of a baby room with integral food preparation area and changing facilities; a toddler room and a creativity room are all on the ground floor, with utility room, kitchen facility and an office. Located on the first floor is the pre-school room and the two's to three's room; toilet facilities, and the main office. There is an outdoor area for children to access to the front of the building and to both sides of the building.

The nursery is registered on the Early Years Register for a total of 70 children from birth to five years. Currently there are 138 children on roll of whom 84 are under two years. Children attend for a variety of sessions throughout the week on a full and part time basis. The nursery is open all year round except for bank holidays and the period between Christmas and the New Year. Times of operation are 08.00 to 18.00. The setting supports children with learning difficulties and disabilities and those with English as an additional language.

The nursery employs 30 staff, of these, 20 staff work directly with the children. All staff working with children hold appropriate qualifications in childcare and education. Two members of staff hold Early Years Professional Status, and a Degree in child care and education. The nursery also employs an area manager who manages all three nurseries, a part-time cook, two part-time administration staff and a handyperson. The nursery is a member of the National Day Nurseries Association (NDNA). Advice, support, and training is obtained from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. Children's welfare and learning needs are effectively promoted due to highly motivated and excellent knowledge of the staff. They provide an excellent range of innovative learning experiences and play opportunities based on children's individual interests. The partnership with parents is one of the nursery's strengths as parents receive daily feedback and are consulted regarding the running of the nursery. The nursery works extremely well with outside agencies to further support the needs of the children and promote inclusion for all who attend. The management and staff effectively monitor and evaluate all aspects of their current practice and the environment in this innovative nursery setting to ensure further improvement in the outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- further develop the individual learning journey record to ensure it is based on individual interests and experiences.

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

Children benefit immensely from the strong leadership and management established in this innovative nursery setting. Children's care, learning, and development are significantly enhanced through a cooperative, highly motivated management team who are extremely enthusiastic and proactive in their commitment to improve the outcomes for all children. They share a clear vision for the future development of the setting to provide excellent facilities, for children and their families. The special relationship between the manager and staff enthuses equality and inclusion that ensures all members actively contribute to the consistently high standards within the setting. Training is very well attended and this is evident from the staff's knowledge and skills in offering a highly innovative learning environment which significantly enhances and extends children's development and progress. All records, documents, policies, and procedures are meticulously maintained and updated regularly, which ensures they reflect changes to legislation. The robust recruitment, induction, and appraisal system ensures the staffs ongoing suitability. Effective systems ensure that highly skilled practitioners are recruited to work with the children to provide an outstanding environment that significantly enhances children's learning experiences. These strong leadership skills are effective in maintaining a dedicated and committed team who work exceptionally well together to ensure children's individual needs are met.

Children are effectively safeguarded because staff have excellent knowledge of the indicators of abuse and the procedure to follow should they have a concern about a child. All staff are trained in safeguarding and their knowledge is updated regularly. An extremely detailed record of risk assessments have been produced for the premises and for outings, eliminating risks to children. Staff use a variety of ways to teach children about keeping safe for example, fire safety by undertaking regular emergency evacuation practices and having the fire fighters visit the nursery and on outings by teaching them how to stay safe near roads and water.

The provider and the management team carry out a regular self evaluation of the service it provides to the parents and children. Parents, children and staff actively contribute in how the nursery is run. They receive questionnaires regarding the service provided, and are asked ways in which the nursery can be improved. The management team efficiently uses this feedback to enhance and further strengthen all aspects of their child-centred provision. A wealth of information is available for parents, including a detailed prospectus, newsletters, and daily dairies. Staff obtain information from parents in order to gain a greater insight into children's individual needs and how best to support the children and enable them to reach their full potential. Staff and parents work together with other professionals to ensure that this takes place where concerns in their child's development are identified. Parents are encouraged to become involved in their child's learning. For example they have opportunity to attend a 'partners in learning' session which makes them aware of how play can promote their child's

learning. This has a beneficial impact for the children as everyone is working together to promote their welfare, learning, and development to a high standard.

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

Children are thriving and making exceptional progress in their learning and development due to the highly skilled and motivated staff. They have an excellent knowledge of the Early Years Foundation Stage and are extremely effective in planning imaginative and exciting activities for children. Planning is clearly based on children's individual needs and interests, and detailed observations are completed to inform assessments. The children are grouped carefully to ensure that care can be tailored to effectively to meet their individual and changing needs taking into account children's ages, and stage of development. Children's achievements are documented in individual files, which include colourful photographs and examples of their work. Observation sheets are clearly linked to the areas of learning and identify next steps in learning. Staff use observations and discussion with parents to find out children's starting points however, these are continuing to be further developed so that children's progress can be more effectively tracked through their individual learning journeys record. A rich learning environment enables children to make excellent progress in all areas of their learning and development.

Children are thrilled to be involved in the activities provided for them, they are inquisitive and motivated to learn. Children gain independence, feel safe, and grow in confidence as they are empowered to make their own decisions, experiment, and take appropriate risks knowing that staff are always on hand to support them. For example, children at meal time one by one confidently pour their own water knowing that they can easily wipe up any spillages. Staff listen to and value what children say. They build on these comments to plan exciting learning experiences for each child. Children enjoy the exceptionally well resourced role-play area, where they make dinner of pasta for their friends and the inspector and ask if it was good.

Babies and toddlers enjoy abundant sensory experiences, such as playing with treasure baskets, coloured bottles, and textured materials. They have great fun as they enjoy, looking for diamonds in the sand tray and use shaving foam to make patterns. They develop walking skills as they pull themselves to a standing position. Children play with alternative materials such as cellophane and foil, they sequel in delight as they scrunch the material. Staff are exceptionally proactive in their interactions with children, but also skilfully step back when they recognise that children need space for self discovery and contemplation. Children move freely and confidently around each individual room.

Children develop an exceptional understanding of the importance of healthy living. They eat a balanced diet of freshly prepared meals, they enjoy a selection of fruit which is placed in each room for children to access, as healthy snacks. Children enjoy outdoor activities in all weather conditions. They show excellent control of their movements as run, jump wave their arms in the air, starting and changing direction. Children look forward to aerobics, dancing, and the 'music man' as they

sing and dance from memory. All children thoroughly enjoy the extensive range of outdoor play activities and experiences. Outings in the local area enhance their opportunities to explore and investigate their surroundings. These all offer children with inspiring and challenging opportunities to develop social and intellectual skills.

Children use their developing language skills confidently and become animated when talking to each other and expressing their ideas. They ask how, what and why questions of the staff and actively seek information regarding their play. They are developing an understanding of calculation because staff provide opportunities by incorporating these in various activities. They are confident in naming colours and shape and use mathematical language during their play, such as, under, and over, big and small. Children use a range of tools to mark make with, which are provided throughout the nursery, such as the white board, notepads, brushes, pens, and pencils. Stories and the use of story sacks are well used and enjoyed by the children who contribute and add their interpretation. The learning environment is wonderful, providing rich, inspiring, and a thoughtful range of activities and quality resources in all areas of learning. These reflect the children's own interest, so they are continually challenged, which contributes to their motivation to learn and growing confidence and independence.

Children with learning difficulties, disabilities, and English as an additional language are exceptionally well integrated into the setting. Children learn about similarities, difference, and diversity through books, resources, displays, discussion, and experiences thus enabling them to develop an understanding and respect. Children are well mannered and courteous to other children and staff. They share and take turns, for example, when using the computer. Children are developing a wealth of skills that contribute to their future economic well-being. For example, they are eager to use programmable toys and they become increasingly confident in using interactive resources, throughout the nursery.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.