



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY293142

DfES Number: 585148

INSPECTION DETAILS

Inspection Date 09/03/2005
Inspector Name Rosemary Beyer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Clifton Day Nursery
Setting Address Clifton Day Nursery
5 Sutton Way
York
North Yorkshire
YO30 6JF

REGISTERED PROVIDER DETAILS

Name Mrs Janine Carol Revans and Ms Lynn Kellett

ORGANISATION DETAILS

Name Janine Revans and Lynn Kellett
Address 39 Regent Road
Horsforth
Leeds
West Yorkshire
LS18 4NP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Clifton Day Nursery is a privately owned facility, registered in August 2004, which runs in a sole use single storey building in the York suburb of Clifton. The Day Nursery cares for children from the local area and further afield, and is open all year, excluding Bank Holidays and weekends, from 08:00 until 18:00. Children are able to attend from three months to five years of age, most attending part-time. There are 31 children on the roll, three of them are 3 year olds in receipt of funding.

Children have the use of the open plan play room, with a separate area for babies. The room is divided into sections to provide different play opportunities. There is a secure outside area where the children enjoy a range of activities, on both grass and hard surfaces.

There are currently no children with Special Needs attending. Children and parents with English as an additional language are made welcome.

The seven staff have appropriate childcare qualifications and experience, or are working towards qualifications. The staff receive support from the local Quality Teacher Support and SENCO staff through the LA. The nursery is a member of the Clifton Early Years Partnership.

How good is the Day Care?

Clifton Day Nursery provides good care for the children and babies who attend. The staff work together as a team ensuring the children are well supervised, settled and secure. They organise the space and resources available to provide different play opportunities for the children during the day. Most of the necessary paperwork and recording is in place for the safe and efficient management of the setting; however the lost child and child protection policies need to be amended.

Staff are very safety conscious with regular checks of both premises and equipment made. They are aware of their responsibilities for good hygiene practice to ensure infection is not spread; and for providing the children with a healthy diet.

All the children are treated as individuals with staff adapting activities to support their development and interests. The wide range of toys and activities provide opportunities in all the areas of learning

The children relate well together, are learning to share, take turns and co-operate. Their behaviour is good, in the positive encouraging environment provided by the staff.

Information provided for parents is clear and of good quality, whether the initial brochure, notices, newsletters or that displayed about the Foundation Stage. The key workers are available to parents to discuss achievements made in the nursery or at home, or concerns parents may have. They value parental input and support,

What has improved since the last inspection?

Not applicable.

What is being done well?

- Provision for the babies is very good, with staff providing excellent attention to the babies' needs and to exchanging information with parents, both verbally and through the daily diaries. They plan activities well to give the babies opportunities to experience music time and outside play with the older children, where appropriate.
- Staff provide a wide range of play opportunities for all the children to enjoy. They use space and resources well ensuring children have choice from a number of different types of play, such as art and craft, sand, table top games. New experiences such as marble painting and post office role play widen knowledge. They encourage the children to think, through questions and conversation, which also support the development of vocabulary. The children relate well to each other and to the staff, are comfortable and settled.
- There are comprehensive policies for all safety issues with staff making children's safety a high priority both inside and out. All staff and children have experience of fire drills to ensure they are familiar with the procedure.

What needs to be improved?

- the child protection procedure
- the lost child procedure.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	Develop a policy and procedure to follow in the event of allegations being made against staff, and include the notification of Ofsted.
14	Ensure Ofsted notification is included in the lost child policy and procedure.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Clifton Day Nursery provides very good nursery education where the children are making very good progress in all areas of learning.

Teaching in the facility is very good and supports the children's development. The staff have high expectations of the children, who behave well. They encourage the children to develop independence, confidence and concentration. Staff have a very good understanding of the Foundation Stage, with activities planned and resources available to cover all the areas of learning. The children are able to access toys and materials easily. Systems are in place to support children with special needs in line with the Code of Practice, and also to meet the needs of children with English as an additional language. However, opportunities for children to develop their knowledge of the musical instruments they hear and different sounds they can make, should be provided.

Leadership and management of the setting is very good. The staff work well together. They have regular effective appraisals to assess their work and are encouraged to undertake training to develop and widen their knowledge. Planning of the educational programme is very good and effectively promotes the early learning goals, and the evaluation and assessment of activities are continuing to develop.

Partnership with parents is very good and contributes to the children's progress towards the early learning goals, with activities undertaken at home and good communication between parents and key workers. Information for parents is clear and informative, in the prospectus, newsletters and activity programmes posted on the notice board. Staff value the parents' support and ensure they have regular contact and information about their children's progress.

What is being done well?

- Staff have a very good understanding of the early learning goals, and through careful planning provide opportunities for the children to develop in all areas of learning.
- The management and leadership of the setting is very good, with staff developing a good understanding of their roles and responsibilities and supporting each other well.
- Children's behaviour is very good. Staff have high expectations and encourage children's personal independence, confidence and concentration. They provide a positive environment where the children feel valued and settled.
- The wide range of resources and equipment available ensures the children have a varied programme of activities which covers all the areas of learning.

What needs to be improved?

- the opportunities for children to widen their knowledge of musical instruments they hear and the sounds they make.

What has improved since the last inspection?

Very good progress has been made in providing more opportunities for simple number operations, through adult led activities and promoting the use of number in general activities.

Children have more opportunities to climb and balance, which they can now do well with the equipment provided.

Children's knowledge of the environment, its features and growth changes is successfully promoted through the activities provided when studying living things, the natural world and local community.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and are encouraged to take responsibility for their own personal care. They are developing independence, choose activities, concentrate well and they are curious and keen to learn. Staff have high expectations and the children behave well. They relate positively to each other and the adults, and are interested in the activities provided. They take turns, negotiate, are considerate of each other and co operate well such as when playing with the maths games.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children converse with each other and the adults, listen attentively and respond appropriately to guidance and instructions. They confidently express themselves and their feelings in discussion and role play. They use books correctly, are aware that print carries meaning and can order pictures to tell a story. They all recognise their names, some know letters and simple words, and all use mark making equipment to write their names, some with recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children can all count to ten, and some recognise the numbers. They are starting to develop a good awareness of number, simple addition and subtraction, and to develop mathematical language which they use in their activities, such as sorting and threading games. Through the use of shape games and matching the children are able to recognise simple geometric shapes, and are starting to compare and measure sizes and volumes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children learn about the natural world and their local community. They are interested in growing things from seed, watching the development of frogs and butterflies, enjoy using natural resources and talking about events in their lives such as holidays and past activities. They enjoy learning about other cultures and customs, being interested in foods and different festivals. They understand other people use different languages.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move around the provision confidently and safely. They show good body control and an awareness of space. They use a wide range of tools and resources effectively. The children are encouraged to stay healthy by good personal hygiene, safety and healthy eating. They are aware of the changes to their bodies due to exercise and are able to access drinks independently. They enjoy using the outside toys and climbing frame, and are developing good balance.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

The children are interested in the current art topic, using oil paint for marbling, discussing the colours used and the effects of mixing them. They use a range of materials and equipment to create models, pictures and collages. Life paintings of snowdrops are displayed on the walls. They explore colour, texture and shape through a range of activities and enjoy baking. They sing simple songs from memory, listen to music and enjoy using musical instruments. Role play is very imaginative.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to the following:
- provide more opportunities for the children to use and learn about musical instruments.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.