



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 258936

DfES Number: 517739

### INSPECTION DETAILS

Inspection Date 09/06/2004  
Inspector Name Coral Hales

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Claremont Day Nursery  
Setting Address Claremont Court  
Tebbutts Yard, Earls Barton  
Northampton  
Northamptonshire  
NN6 0JN

### REGISTERED PROVIDER DETAILS

Name The partnership of Jamb Direct

### ORGANISATION DETAILS

Name Jamb Direct  
Address Claremont Day Nursery  
Claremont Court, Tebbutts Yard,  
Earls Barton, Northampton  
Northamptonshire  
NN6 0JN

## 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

Claremont Day Nursery opened in 1986. It provides sessional and full day care and operates from a two-storey building situated in the village of Earls Barton, Northamptonshire. It stands in its own grounds with car parking space to the front of the building. The nursery is privately owned and is used solely for the purpose of childcare.

There are currently 42 children from three months to five years on roll. This includes 17 funded three-year-olds and 15 funded four-year-olds. Children attend for a variety of sessions. The nursery currently supports children with special educational needs.

The nursery is open Monday to Friday from 08:00 to 18:00 except for Bank Holidays.

There are fifteen staff in total including a cook and lunchtime support. Nine staff have level three qualifications, one is working towards level three, and four are nursery assistants. The nursery receives support from the Northamptonshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Claremont Day Nursery provides good quality care for children in a welcoming and comfortable environment in which children play, rest and have their meals. The outdoor play area is well organised and provides a space for children of all ages to use year round. A wide range of resources supports all areas of children's learning. The nursery's comprehensive policies and procedures underpin the smooth running of the provision as well as providing parents and staff with very useful information.

Staff are deployed effectively throughout the nursery and they supervise children well. Comprehensive risk assessments are undertaken and reviewed regularly ensuring children are kept safe. Arrangements for health and safety are effective and keeping children safe is a high priority. All staff have attended child protection training. Staff are proactive in ensuring that individual children are included and their differing needs met.

Staff plan interesting activities for all children, including those with special educational needs, although daily routines can sometimes interrupt their concentration. Younger children, in particular, enjoy taking part in interactive and stimulating activities assisted by caring and supportive staff. Children relate well to each other and are keen to engage with the staff. Good behaviour is encouraged by praise and encouragement. Staff set clear boundaries which help children feel secure and as a result children are well behaved. The nursery has been given the Heartbeat award for continued good practice in providing healthy and nutritious meals and snacks.

The partnership with parents is good. They receive clear and helpful information about the nursery through newsletters. Children's progress is regularly discussed with the parents who are supportive, interested and keen to help with their child's learning. Parent's contributions are valued and their questionnaires were positive about the care their children receive.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff are very caring with the children, they support them well and promote their learning.
- Staff carefully plan activities to take place in the outdoor area. The good range of resources are used very effectively to support children's learning.
- Very effective policies and procedures are in place which are well written, informative and individual to the setting.
- Staff manage children's behaviour effectively. They work consistently as a team to manage behaviour in a positive manner and adapt strategies appropriately according to children's maturity. They treat children respectfully and are good role models.

#### **What needs to be improved?**

- planning of everyday routines to ensure they do not impact negatively upon children's learning.

#### **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
2	Ensure everyday routines do not have a negative impact on children's learning.

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

### How effective is the nursery education?

Claremont Day Nursery provides very good nursery education, children are enthusiastic and motivated to learn. They make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good overall. Staff have a clear understanding of the Foundation Stage, which is reflected in their daily practice and good interactions with the children and with each other. They use effective teaching methods to help children to focus, persevere and acquire new skills. Both three and four year old children are challenged appropriately. Planning is very good and shows the learning intentions for activities. These plans are evaluated and the information used to plan for children's future learning. Assessments are clear, parent friendly, and children's progression is clearly shown. Children with special educational needs are catered for well, and are given close attention and support from staff. Behaviour is good; staff manage the children well, are consistent in their methods and encourage the children to become well mannered and to be sensitive to others. Staff are effectively deployed throughout and provide the children with a good range of suitable resources to support their learning.

Leadership and management is very good overall. Effective organisational systems are in place and the setting runs smoothly throughout the day and all staff are aware of their roles and responsibilities. The management supports staff and there is a commitment to continual professional development and training for the staff. The management effectively monitors the educational programme and nursery practice and values input from the parents.

The partnership with parents and carers is very good. They are given useful and comprehensive information, including details of the educational provision. Parent evenings and an effective two-way reporting system allows parents to share what they know about their child.

### What is being done well?

- The outdoor play area is used effectively. The space is well organised and staff plan and offer a variety of activities which allow the children to extend their play and learning to the outdoor area.
- Children's interest in how things work and why things happen is promoted well by a worthwhile range of activities.
- Staff manage children well and give them opportunities to choose which activities to take part in throughout the sessions. Staff offer good support to all children, including those with special educational needs.
- Staff work well together as a team and have a very clear understanding of the early learning goals. This allows them to plan interesting activities which

interest the children and stimulates and promotes their learning.

#### **What needs to be improved?**

- development of systems to ensure new or inexperienced staff are aware of all children's learning needs.

#### **What has improved since the last inspection?**

Following the last inspection the staff were asked to include outside play sessions in the planning to ensure continuity and to develop skills for the older children. They were also asked to provide more opportunities for children to initiate and select activities of their own choice.

They have made very good progress in addressing both the key issues. The outdoor area is now a strength of the setting. Staff plan for this area on a daily basis, it is well organised and resources are plentiful. This has had a positive impact on the children who now have the opportunity to extend their learning into the outside area. The nursery has moved premises since the last inspection and has increased in size. The additional space has allowed all equipment to be stored around the rooms that the children use. Children now have free choice to select from the resources and this has promoted children's autonomy and independence skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen to join in with all activities, they take turns and co-operate well with each other. They are happy, interested and motivated and have a positive approach to learning. Children have good levels of self-confidence; work well in groups and independently. Good behaviour and manners are encouraged and children are caring and respond well to staff's expectations of them. Through well-planned activities they are developing an awareness of other cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing their speaking and listening skills. Games such as I spy help the children to recall and describe objects, they speak clearly and use recently gained vocabulary well. Children enjoy looking at the wide selection of books and show a good understanding of familiar stories. Games and books help promote letter sounds and shapes, and children regularly practise letters and some write their names. Children have regular opportunities to make marks as they play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Practical activities, stories and a good selection of appropriate resources are used well to promote children's understanding of mathematics. They are interested in numbers and use them well in their play. Children calculate, sequence and begin to understand simple addition and subtraction, and solve simple problems. They experience volume and capacity as they play in the sand, soil and water. Many planned activities promote children's learning about sizes, shapes and differences.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experiment and investigate as they plant seeds; they question, observe and make observational drawings. They use tools well and create models using recycled resources. A wide variety of interesting activities encourage the children to develop an awareness of their environment. Children enjoy discussing events in their lives including those in the past as well as the present. They show interest in working technology and are developing good levels of control when using the computer.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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The children have many opportunities to develop a range of physical skills and use a range of tools well. They have positive attitudes to physical exercise and are beginning to understand changes to their bodies. Children begin to understand their own basic needs as they discuss healthy eating and they develop good hygiene practices. Children use both large and small equipment well and are becoming skilled at throwing and catching.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children take part in a good variety of activities planned by the staff. They enjoy role-play scenarios and staff support this area well. Children's senses are stimulated during planned tasting, tactile and smelling activities. They move to music, listen to tapes, sing simple songs and use instruments. Children draw freely, use paint and collage materials with interest and show good colour recognition. Attractive displays enhance children's understanding of working in two and three dimensions.

**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 weakness to report, but consideration should be given to improving the following:
- continue to evaluate and develop systems to ensure new or inexperienced staff are aware of all children's learning needs

*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.*