



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 310409

DfES Number: 580605

### INSPECTION DETAILS

Inspection Date	18/01/2005
Inspector Name	Susan, Helen Spencer

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Clifton House Day Nursery
Setting Address	15 Cambridge Road Waterloo Liverpool Merseyside L22 1RR

### REGISTERED PROVIDER DETAILS

Name	Mrs Lesley Jones
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 House Day Nursery opened in 1990. It is situated in Waterloo, which is a suburb of Liverpool. The nursery is accommodated on the ground floor and basement of a detached Victorian house which has been converted to suit the needs of children and staff. Outdoors, children have the use of an extensive garden with both grassed and hard areas.

The nursery is open from 8.00 to 6.00 daily, offering part time and full time places for 50 weeks each year. It caters for children from birth to five years and there are 45 children on roll. This includes 12 funded children. Children attend for full days. There are no funded children who have special educational needs and none who have English as an additional language.

There are 10 staff working in the setting and two of them work with funded children. One of these staff holds a nursery nursing qualification, the other has an NVQ in childcare and education level II. In addition, students undertaking NVQ qualifications and those studying child development GCSE are supported in the setting. Staff receive support from the local early years partnership.

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

### How effective is the nursery education?

The education provided at Clifton House Day Nursery is of good quality, which enables children to make generally good progress overall towards the early learning goals. Children make very good progress in personal social and emotional development, mathematics, knowledge and understanding of the world and physical development.

The quality of teaching is generally good. Staff's initial training provides them with a knowledge of foundation stage curriculum but this has not been updated. However, this is planned and they have attended training on health and safety. Staff create a warm and friendly environment and this makes children feel secure. Children are well behaved and staff encourage good manners and consideration for others. Staff know children well and try to meet their individual needs. The policy for children with special educational needs does not indicate how children will be identified and supported in line with the Code of Practice.

The quality of leadership and management is generally good. Clear aims are shared and there are staff rules which define expectations of staff's conduct. There is a consistent staff team, and regular staff meetings encourage all staff members to contribute their ideas. There is no rigorous system in place for monitoring and evaluating all aspects of what the setting does, this tends to be done informally.

The partnership with parents and carers is generally good. Staff and parents share information on a daily basis and good relationships help to support children's learning. Work goes home regularly and photographs around the setting show activities that children enjoy. However, parents are not provided with information about the six areas of learning in the foundation stage. Records of children's progress are only shared annually, although parents have open access to them. Parent's comments about children's learning at home do not feed in to children's records.

### What is being done well?

- Good relationships between staff, children and parents supports children's learning effectively. Children are interested in activities and are well motivated to learn.
- Children's personal, social and emotional development is well fostered and they are well behaved and display consideration.
- Children's spoken language is well promoted and staff encourage communication and extend children's vocabulary. Staff foster children's love of stories by reading and telling stories very expressively.
- Physical development is promoted well with children having good opportunities to use a wide range of equipment to promote their skills.

- Children enjoy singing and listening to music. They enjoy opportunities to perform in front of others and they know a wide variety of songs.

**What needs to be improved?**

- the staff's knowledge of the Foundation stage curriculum
- the policy for children with special educational needs
- the provision of writing materials and role play opportunities within everyday activities
- the frequency with which children's progress records are shared with parents, and the inclusion of parent's comments to these records
- the system for assessing the strengths and weaknesses of the provision

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

The setting has made generally good progress since the last inspection. Staff were required to develop their planning to cover all the early learning goals and to provide further opportunities for children to develop their own creative work.

Planning has been developed and now encompasses the stepping stones towards the early learning goals in each of the six areas of learning. Children now have opportunities to paint freely at an easel each day.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in activities and are motivated to learn. They are confident as they make suggestions and share ideas. Good relationships are evident and this supports learning well. Children are well behaved and they display good manners and consideration. Their personal independence is fostered effectively and children respond very positively to praise and encouragement. There are many valuable opportunities for them to express their feelings, likes and dislikes.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children display good verbal skills and an extensive vocabulary. They are able to organise their thoughts effectively as they discuss the snowy weather and link it to other experiences. They anticipate rhyming words when listening to a story and they offer good suggestions for words beginning with the same letter as their name. Children enjoy stories and make up their own tales during play with small world resources. Children do not often write for a freely chosen purpose in a meaningful way.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise numbers well and they are confident when saying number rhymes. Daily routines are used to support children's mathematical understanding. At lunch time a child helps to set the table, giving out place mats to each child and they match cutlery to outlines on their mat. Rhymes are used to help children understand subtraction and plans show how staff will introduce vocabulary such as 'more than' or 'fewer'. Creative activities and games reinforce awareness of shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many valuable opportunities to explore and investigate objects and materials. They learn about their own culture and that of others through a good range of resources and celebrations. Children are encouraged to share their news and to make links between stories and discussions in the setting and experiences at home. They are competent when making models and they use a wide variety of resources.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
There is a wide variety of equipment to help children develop their skills. Plans show how staff will organise resources to provide challenge. Children display good dexterity when using spades and scoops during sand and water play. Staff make children aware of the importance of keeping healthy. Good use is made of a soft play room with large shapes for travelling over, under and through equipment. Outdoors children climb, balance and manoeuvre wheeled toys.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy singing and respond well to music. They know a wide variety of songs and they are confident when performing in front of each other, staff and parents. They make up their own stories, showing good use of imagination, and they have been introduced to a variety of creative techniques. Children respond positively to the range of sensory experiences provided to promote their learning, both indoors and out. Chances for children to be imaginative during role play are limited.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- ensure that staff's knowledge of the foundation stage curriculum is kept updated and ensure a rigorous system is in place to monitor and evaluate the provision
- develop the policy for children with special educational needs to outline what action will be taken to identify and support children with special educational needs in line with the Code of Practice
- ensure children have access to role play for creativity and expression and promote writing in meaningful ways in everyday activities
- share records of children's progress more frequently with parents and invite them to add their comments.

*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.*