



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY260325

DfES Number: 540856

INSPECTION DETAILS

Inspection Date 17/08/2004
Inspector Name Susan Christine McGuire

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Clarence House Day Nursery & Pre-School Centre
Setting Address 19 The Causeway
Godmanchester
Huntingdon
Cambridgeshire
PE29 2HA

REGISTERED PROVIDER DETAILS

Name Clarence House Day Nursery & Pre School Centre 3846861

ORGANISATION DETAILS

Name Clarence House Day Nursery & Pre School Centre
Address 19 The Causeway
Godmanchester
Huntingdon
Cambridgeshire
PE29 2HA

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

Clarence House Day Nursery opened in 1997 and has been operating under its present management since March 2003. It operates from its own premises, which is a converted two-storey-detached house, located in the centre of the village of Godmanchester. The nursery serves the local area and further afield.

There are currently 44 children from 3 months to 5 years on roll. This includes 3 funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. The setting can support children with special needs and who speak English as an additional language.

The group opens 5 days a week all year round, except for the Christmas period. Sessions are from 08:00 until 18:00.

Two part-time, and ten full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Four staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Clarence House Day Nursery provides good care for children.

Staff work well as a team, each knowing their roles and responsibilities within the daily routine. Good procedures are in place for the recruitment and induction of new staff, and on-going training is encouraged. The nursery exudes a welcoming atmosphere and rooms are organised to create ease of movement for adults and children, with toys and activities arranged on accessible shelving so that even very young children can choose for themselves. Policies and procedures are well-written and displayed in relevant areas.

Safety and hygiene are given a high priority and staff follow good routines to maintain this, encouraging older children to manage their personal hygiene

independently. Care is taken to record accidents and administration of medicines accurately. Food for children and babies is freshly cooked on the premises daily. Drinks are provided at regular intervals, but although children can ask for a drink at any time, water is not in evidence to remind them to do this.

Children are happy and settled in all areas of the nursery, and freely access a range of appropriate toys and activities. Staff have a very good interaction with the children in their care, and respond well to their needs, following individual needs for sleep, cuddles, sharing a book etc. Staff caring for under 3's are developing their understanding of the Birth to Three Matters curriculum. Children with special needs are well-catered for and further resources which show positive images of ethnicity and culture are being provided.

There is a good partnership with parents. Useful information is displayed for them throughout the nursery and they receive a helpful handbook, although this contains limited information about child protection procedures. They are kept well-informed about their child's progress through daily informal discussions, diaries for babies, and written reports for the older children.

What has improved since the last inspection?

N/A

What is being done well?

- Very good account is taken of individual children's needs and stages of development so that their transition into different areas of the nursery is smooth and comfortable for them.
- The day-to-day running of the nursery is underpinned by well-documented policies and procedures, which staff have a good understanding of.
- Staff follow good routines to ensure the safety and hygiene of the nursery is maintained, creating a healthy environment for the children. Allergy information is prominently displayed in relevant areas to ensure that individual needs are met, and babies beakers are kept on named mats bearing the child's photograph also, to prevent cross-infection.
- The SENCO is very enthusiastic about her role and is pro-active in seeking information and support from outside agencies to increase her knowledge and understanding of children's needs. She is also sensitive to the emotions of parents in this situation.
- The good relationships between staff and children, and staff and parents, creates a relaxed atmosphere throughout the nursery, and results in very happy, settled children.

What needs to be improved?

- children's awareness of the availability of drinking water

- parents' knowledge of child protection procedures.

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
8	Ensure that children are aware of the availability of drinking water throughout the day.
13	Develop the system for ensuring parents are aware of the Child Protection Procedures prior to their child's admission to the nursery.

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

How effective is the nursery education?

The provision for nursery education at Clarence House Day Nursery is good. It enables children to make very good progress towards the early learning goals in communication, language and literacy and physical development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff create a relaxed yet stimulating environment where children are confident to learn and to take part. They know the children well and show interest in what they say. Assessment is used effectively to plan the next steps of learning for individuals. The room-leader has a good understanding of the Foundation Stage and the early learning goals, but this is not reflected in planning. Learning intentions of activities are not identified in weekly plans, and medium-term planning does not show the areas of learning covered. Some opportunities are missed by less-experienced staff to extend learning through effective questioning.

Leadership and management is generally good. The room-leader works well with assistants, helping them to effectively deliver the Foundation Stage curriculum. There are regular meetings with management and all are very committed to the development and improvement of the setting, using on-going self-evaluation to identify strengths and weaknesses. Staff have regular appraisals, and further training is encouraged. The manager has limited experience of the Foundation Stage, however, which inhibits the leadership she can give to staff responsible for this area. A good liaison with the local infant school is maintained.

Partnership with parents is very good. Parents speak highly of the setting and their involvement is valued. They are provided with a range of information about the Foundation Stage and are encouraged to share in their child's learning at home through the provision of suggested activity sheets. Twice-yearly written reports are given and staff make themselves available for daily discussions if required.

What is being done well?

- Children are using language well to communicate, and also learning other methods of communication e.g. Makaton. They show an enjoyment of group-stories and access books independently for their own pleasure.
- Staff recognise the importance of allowing time in the day for fresh air and exercise, and are fostering children's physical development well. The indoor area is used creatively to provide physical activity during inclement weather, e.g. obstacles-courses which involve some of the furniture in the room.
- Children's personal, social and emotional development is nurtured well. They are learning to share and take turns, and to form good relationships with their peers, and with adults.

- Partnership with parents is very good. Their involvement is valued e.g. taking part in topics about jobs people do, and they have opportunities to share in their child's learning through displayed information about the curriculum and the provision of activities to do at home.
- The manager is pro-active in assessing the setting for on-going improvement, and is very committed to maintaining a good provision for the children.

What needs to be improved?

- the effectiveness of planning
- the programme for mathematical development
- the programme for creative development.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show enthusiasm for activities and persist with challenging tasks. They are learning to share and take turns, and are beginning to form meaningful friendships with their peers. They separate from their carers easily and relate well to adults in the setting. Most children are confident to speak in group situations, and behaviour is good. Children are encouraged to manage their self-care independently but do not always serve themselves at lunchtime, or help to lay the table or clear away.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to describe real and imagined events and staff take opportunities to extend vocabulary. Stories and books are enjoyed and rhyming words explored. Children are learning that print carries meaning through labelling in the room and have many opportunities to write in role-play. A mark-making table is always available. Most children recognise their names and other simple words, and activities which introduce letter sounds and shapes take place.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count forwards confidently and can recognise and name shapes and colours. Staff are skilled in using the daily routine to encourage problem-solving e.g. counting boys and girls then how many altogether at register-time. Comparative language is used in context during play, and children weigh and measure during cooking activities. Sand and water is used well to introduce capacity. There are limited activities which encourage writing of numerals and recreating patterns, however.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Cooking and watching seeds grow are enabling children to observe change. They also have a good sense of time and place through daily activities which note the weather and day of the week and topics which explore jobs people do. Parents join in with this which also gives children a sense of their family's role in society. Festivals of other cultures are acknowledged and I.T. skills are being developed well. There are limited opportunities for free exploration and investigation of how things work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Both indoor and outdoor areas are used well to develop children's skills in climbing, pedalling, steering, crawling, throwing and catching, but there is limited equipment for balancing. Children also enjoy moving to music. A variety of tools are being used with increasing confidence and skill e.g. scissors and tweezers, and malleable materials are regularly available. Children are becoming aware of bodily needs through daily hygiene routines, and responding to thirst and needs for rest.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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A wide range of media and materials are made available to children and resources for construction with various methods of joining are provided as free-choice activities. Sound and rhythm is explored through singing and with musical instruments. Imaginative role-play areas are set-up which are linked to the current topic e.g. travel-agents, but there is limited availability of free-choice role-play and dressing-up. Opportunities are also missed to use all the senses as a means of expression.

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

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

- Key Issues:
- Improve the system for planning so that it more accurately identifies the learning intentions of activities, and the areas of learning covered by activities.
- Develop the programme for mathematics to include the identification and writing of numerals, and the recognition and recreation of patterns in various ways.
- Further develop children's creative development through the regular provision of opportunities for them to participate in self-generated role-play, and ensure that resources to assist this are available, e.g. dressing-up clothes.

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.