



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 206305

DfES Number: 537535

### INSPECTION DETAILS

Inspection Date 13/10/2004  
Inspector Name Diana Pidgeon

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Clowns (3) Butterley Park  
Setting Address Clowns Day Nursery  
Butterley  
Ripley  
Derbyshire  
DE5 3AD

### REGISTERED PROVIDER DETAILS

Name Ms Christine Aldred

## 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

Clowns Day Nursery (3) opened in 2003. It is one of five nurseries under the same private ownership. The nursery operates from a two-storey purpose built unit on the outskirts of Ripley in Derbyshire. There is a fully enclosed garden for outdoor play. The nursery serves the local and wider community.

There are currently 212 children from 3 months to 10 years on roll. This includes 34 funded 3-year-olds and 6 funded 4-year-olds. Children attend for a variety of sessions or days. The nursery is able to support children with special educational needs or who speak English as an additional language.

The nursery opens Monday to Friday from 07:30 to 18:00 throughout the year except for Bank holidays. There are 20 staff who work with the children. Of these 14 hold relevant childcare qualifications and 5 are undertaking relevant training. The nursery is supported by the management team, which includes two qualified teachers. The nursery has achieved the Investors in People award, and they are members of the National Day Nurseries Association. The nursery receives support from the Derbyshire Early Years Development and Childcare Partnership and has close links with Sure Start.

### How good is the Day Care?

Clowns Nursery (3) provides good quality care for children in a bright and stimulating environment. Effective procedures ensure suitable staff are employed and supported with an induction process and further training. Clear systems are in place to ensure sufficient staff work with the children at all times and to offer consistency of care to babies. A large selection of toys and equipment is thoughtfully used to provide interest and support children's development. The outdoor area is regularly enjoyed by children and provides them with a variety of exciting activities and experiences. A comprehensive range of policies and procedures are in place and effectively support children's care. Most records relating to children's welfare are detailed.

Staff are proactive in ensuring children's safety within the setting and on outings.

They have a clear understanding of the child protection procedures and their individual roles and responsibilities. Children develop healthy practices such as hand washing and cleaning their teeth through the daily routines. Mealtimes are social occasions where children's manners and independence are encouraged. The cook provides a nutritious, balanced diet with individual dietary needs fully met.

Staff in all areas of the nursery plan and provide a stimulating range of activities that captures the children's interests and promotes their development. High priority is given to children learning through first hand experiences and good use is made of sensory activities. All children are included and valued. Staff praise and encourage children, which fosters their self-esteem, confidence and good behaviour. Systems ensure children with special educational needs are well supported.

Parents are warmly welcomed into the setting. They receive good quality information about all aspects of the nursery and the progress that their child is making.

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

At the last inspection the provider agreed to three actions relating to ensuring staffing ratios for each room are met, to ensure babies are safe when sitting on the floor and that resources are provided for imaginative play. All of these have been effectively addressed. Staffing ratios are met throughout the nursery and this is evidenced through observation and records maintained. This ensures children are appropriately supervised at all times. Additional equipment has been purchased and is used to support babies who are learning to sit. This combined with good staff supervision has improved safety for babies. Imaginative resources have been increased throughout the nursery and these are in regular use in all areas. This has improved opportunities for children to play imaginatively.

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

- The nursery offers a welcoming, child-centred environment, which helps children feel secure and happy. Children's work and photographs of them involved in activities are attractively displayed. The outdoor area is well designed and used effectively by staff to introduce children to new experiences.
- Children benefit from healthy and nutritious meals and snacks that are presented in a social, unhurried way. Staff sit with the children encouraging their independence skills and promoting good manners.
- The out of school club offers a relaxed environment where children relate well to the staff and other children. They use the wide range of resources available to instigate their own games, working co-operatively with each other.
- Good relationships are in place between staff and parents, which have a positive impact on the children. Clear systems ensure parents are well informed about their child's day and overall developmental progress. Information displayed in each area of the nursery and the provision of

activities children can share at home strengthen the links between home and nursery.

- A good range of activities is provided throughout the nursery, which interests the children and promotes their development. Children enjoy varied experiences such as walking in the wood to collect items for the nature table, lively singing and music sessions and quietly exploring boxes of sensory objects.

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

- the record of medication administered to children, in relation to parents signing to confirm that they have been informed

#### **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
7	Review the system of recording medication administered to children, with reference to obtaining a parental signature to evidence that the parent has been informed.

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

### How effective is the nursery education?

Clowns Nursery (3) provides good quality nursery education in a happy, stimulating environment where children make generally good progress towards the early learning goals. The teaching and supportive environment leads children to make very good progress in their personal, social and emotional development and in their knowledge and understanding of the world. There are effective systems in place to ensure that children with special educational needs are well supported.

The quality of teaching is generally good. Qualified staff have a very good understanding of the early learning goals and plan a worthwhile range of activities that cover all areas of learning. Less experienced staff are not always clear of the learning intentions for certain activities and of opportunities to extend more able children. Topics effectively introduce children to new ideas, which ensures they are interested and motivated. The daily routine offers a good balance of free choice and adult-led activities. Staff form good relationships with the children and effectively manage their behaviour.

The leadership and management of the nursery are generally good. There is a strong commitment to continual improvement through evaluation of practice and support for staff through training.

The partnership with parents is very good. High quality information is provided to parents about the nursery and the educational provision through written materials and noticeboard displays. Children's progress is regularly discussed and parent evenings are held to inform them of their child's achievements.

### What is being done well?

- Children are motivated and eager to learn. Staff show them that they are valued and successfully build their confidence and self-esteem by praising and encouraging their efforts, giving them responsibility and the opportunity to make decisions. This builds a firm foundation for other learning.
- The outdoor environment is used effectively to extend children's learning and introduce them to new experiences. Children enthusiastically explore and learn about the natural world as they collect conkers, find slugs and watch the squirrels in the garden.
- Parents are actively encouraged to support their child's learning at home through ideas and suggestions displayed on and around the noticeboard. Staff clearly value and respect parents as partners in children's care and education and value their contributions.
- Staff effectively promote children's love of books and stories through their skilful use of props in story telling. Children sit and listen attentively, recall relevant elements of the story and use the props to retell the story in their

own words.

**What needs to be improved?**

- the planning and assessment system, to ensure it clearly informs all staff who work with the children what the learning intentions are for key activities and how these can be adapted to meet the needs of more or less able children

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and eager to try new activities. Relationships are very good enabling children to work well with others. They understand the need to take turns and are learning to share. Behaviour is very good and all children sit well for stories. Older children display high levels of concentration. Personal independence skills are developing well, with older children sometimes helping younger ones.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are beginning to speak confidently in play and express their ideas in small groups. Children learn French as an additional language. All children are developing a love of books and stories and handle books with care. Children recognise print around the room and have some opportunities to recognise their names. Younger children experiment with mark making and many children begin to form letters correctly. Most children link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use mathematics in practical situations, for example counting the number of children at a table. They begin to solve simple problems such as how many cups are needed. Some children count well and accurately and copy patterns, although this is not always fully exploited. Children confidently name shapes and enjoy opportunities to explore volume and capacity when working with sand and water.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate a wide range of materials and living things. They closely observe change when cornflour mixes with water. Children design and make using a range of construction materials and older children refine their ideas. Interesting topic work encourages children to learn about the wider environment, to develop a sense of time and to gain an awareness of other cultures. Children make good use of computers to support all areas of their learning.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely and confidently around the nursery, showing a good awareness of space. They develop control when using wheeled toys, balls and large equipment. Children handle small objects and a range of tools, although opportunities for older children to freely handle tools are limited. Children have a good awareness of keeping healthy and understand the importance of hygiene routines.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore a range of materials with enthusiasm. They create pictures from observation and their own imagination. Children are introduced to new techniques, such as marble painting. These do not always challenge older children. Lively singing sessions engage children and they have a good repertoire of songs. A range of musical instruments are used. Children draw on their experiences and act out their ideas in the interesting role-play areas.

**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**

- Continue to develop the planning and assessment systems

*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.*