

Cranbrook Independent Nursery and Pre-School

Inspection report for early years provision

Unique reference number	EY330787
Inspection date	08/09/2010
Inspector	Janet Thouless
Setting address	Ivy Cottage, Balcome Road, Horley, Surrey, RH6 9SW
Telephone number	01293 825192
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Cranbrook Independent Nursery and Pre-school is owned by Childcare and Learning Group Ltd and registered under the present owner in 2006. It operates from a converted house in Horley, Surrey. All children have access to a secure outdoor play area. The nursery is registered on the Early Years Register, compulsory Childcare Register and voluntary Childcare Register. A maximum of 58 children may attend the nursery at any one time. There are currently 110 children in the early years age group on roll. The nursery opens each weekday from 7.30am to 6pm throughout the year. The setting supports children with special educational needs and/or disabilities and makes provision for children who speak English as an additional language. The nursery employs 17 members of staff who work directly with the children all of whom hold early years qualifications to level 2 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and very welcoming setting where the staff acknowledge them as unique individuals. Therefore, children are settled and enjoy their time with both adults and peers. Close partnership with parents means that staff know children well. As a result, children make good progress in their learning, given their age, abilities and starting points. There is good capacity for further improvement because management and the staff team evaluate the nursery to establish what they have achieved so far and identify appropriate areas for future improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that all policies and procedures are freely available to parents at all times
- ensure that cleaning equipment is stored in such a way that it minimises any potential risk to children.

The effectiveness of leadership and management of the early years provision

Effective recruitment procedures are in place, which ensure children are cared for by appropriately qualified and vetted staff. Clear guidance is available for staff to follow should they have any concerns about a child in their care. These measures help safeguard children's welfare. Induction procedures ensure staff and students are familiar with the nursery's policies and procedures, which means they can

implement them effectively. However, while they are available on request, the full set of policies and procedures are not easily accessible for everyone to view at all times and the complaints procedure lacks the regulator's details. All required documentation that promotes children's health, safety and well-being is in place. Management and staff influence policy changes through attendance at regular team meetings, where they have opportunities to discuss and contribute to self-evaluation. As a result, all staff feel fully involved and take ownership in driving continuous improvement within the nursery, for example, further attendance of childcare courses to ensure staff knowledge remains current and a new safety surface for outdoor play. The staff work well together as a team and staff deployment is highly effective in ensuring that children benefit from a very good level of individual support.

On arrival, children show great delight as they are individually welcomed by key persons or familiar adults and peers. As a result, children feel safe and secure in the nursery and are forming positive attachments. The nursery is able to fully support children with special educational needs and/or disabilities and those for whom English is an additional language. Good links are established with external agencies to ensure that the child's specific individual needs are highlighted and met by the staff team. Although risk assessments are in place covering all aspects of the provision, some hazards are occasionally missed, such as the location of mops and buckets potentially inhibiting exit in case of a fire. Space available for children's learning is well organised to ensure their well-being at all times. They have access to a good range of resources which are displayed on low level shelving in boxes, with pictures and text so all children can clearly identify what is inside. As a result, children are able to make individual choices in their play and learning. Partnerships with parents are good and there is clear two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. Parents spoken to stated that the nursery creates a homely environment where their children have established trusting relationships with staff and feel happy and safe. Effective settling in procedures are in place to meet the individual needs of children and their families alongside a key person system. As a result, children's welfare and sense of belonging is fully promoted. Parents are welcomed into the nursery for social events such as Sports Day and Summer BBQ's. Partnerships with external agencies are good and partnerships with schools have been developed to support children's transition from nursery to school.

The quality and standards of the early years provision and outcomes for children

Children benefit from a rich, colourful and stimulating learning environment where they are cared for by a dedicated staff team who are committed to continuous improvement of the nursery to enhance outcomes for every child. Through the use of detailed observations and assessment, the curriculum is based around the needs and interests of each child who attends. As a result, children are making excellent progress across all six areas of learning of the Early Years Foundation Stage, taking into account their starting points and capabilities. Children are extremely happy and settled and show they feel safe and secure in the nursery. Children confidently move around the nursery enjoying their play, expressing their

individual wishes and enjoy making their own decisions about what they want to do. They are actively encouraged to hang their individual paintings and drawings on low level display boards. As a result children feel a strong sense of belonging. Children's communication, language and literacy skills are given very high levels of support and encouragement. They listen intently to stories read by staff and enjoy the use of puppets and props which enable children to really use their imaginations well. Older children speak with confidence, while younger children take pleasure in listening to and repeating a wide variety of sounds through very good adult support and interaction. Numeracy and problem solving consistently form part of the children's care routine and children work collaboratively on these tasks. For example through adult-led and child-initiated activities, such as measuring ingredients for play dough or counting the scoops while mixing powder paint. Children have developed caring friendships with their peers and show flexibility by adapting their behaviour to different events. For example, children happily wait their turn while playing together with the parachute game in the garden and when working together at the computer. Children are extremely well behaved and show compassion and consideration to others. Excellent use is made of the outdoor area where children participate fully in growing, caring for and eating a range of home grown vegetables. Extremely well presented and interesting displays include a good range of detail. For example a cress growing activity has pictures of each step of the process with a description of the stage and results such as how many centimetres tall it was. These types of activities help children to understand the importance of healthy eating and taking care of themselves through practical life skills. They take great delight in stomping in puddles, digging in sand and transporting bark around the garden in various wheeled objects. At meal times children sit together to eat where they show good manners and enjoy the social aspects of eating together. Readily available drinking water and snacks of fresh fruit and vegetables contribute to keeping children healthy. Established toilet routines and nappy changing procedures are in place to reduce the risk of cross infection.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met