

Cranleigh Lodge Day Nursery

Inspection report for early years provision

Unique reference number EY361917
Inspection date 26/11/2010
Inspector Lorraine Sparey

Setting address 177 Cranleigh Road, BOURNEMOUTH, BH6 5JZ

Telephone number 01202 426086
Email cranleighlodgedaynursery@yahoo.co.uk
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

Cranleigh Lodge Day Nursery opened in 2007 and operates from both floors of a converted building in the Tuckton area of Bournemouth. The nursery is privately owned and is managed by the owner. On the ground floor there are four play rooms for children aged two to five years, and on the first floor there is a play room and a sleep room for children aged under two years. Kitchen and toilet facilities are available on both ground and first floors. There are secure outdoor areas to the front and rear of the premises to provide opportunities for physical play.

The nursery is registered to provide care for up to 36 children. There are currently 63 children on roll, 13 of these are in receipt of funding for nursery education. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery is open each weekday from 8am to 6pm, throughout the year.

A team of 14 staff who work directly with the children. The manager is qualified to level 4 in childcare, the deputy has completed a Foundation Degree and other staff are qualified in early years. The setting receives support and advice from the local authority, and are linked to the local Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs with regard to welfare are generally met. Staff clearly know the children well, tailoring activities to meet their individual needs. Good relationships with parents and other professionals provide additional systems ensuring that every child is included and their individual requirements met. Consequently, children are making good progress in all areas of their development and learning towards the Early Learning Goals. The setting has addressed the recommendations from the previous inspection, demonstrating commitment to continually improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further children's understanding of supporting their own health with particular regard to using the toilet facilities
- ensure that the systems used to monitor the environment is safe and well maintained are effective with particular regard to implementing the daily safety reviews.

The effectiveness of leadership and management of the early years provision

Staff demonstrate good knowledge and understanding of safeguarding children. They know and understand possible signs and symptoms of potential abuse and the setting's policies and procedures if they are concerned about a child. There are secure recruitment and vetting procedures ensuring that staff working with children are suitable to do so. Regular risk assessments are completed and are generally effective ensuring that the environment is safe and secure. However, staff do monitor the growth of ivy and brambles, consequently the area is not completely safe. All the required documentation is in place to meet children's health, safety and general well-being requirements. Daily registers for children, staff and visitors are kept, ensuring that there is an accurate record of who is in the setting at any one time. Regular fire drills provide good opportunities for staff and children to become familiar with what to do in an emergency.

The space and resources are used well particularly in the two- to five-years group, enabling children freedom to move between the four play rooms and the outdoor area. Babies have their own designated outdoor area and generally use this at set times depending on the weather. All children throughout the nursery have access to a wide range of resources which are age-appropriate and well maintained. Throughout the nursery there are resources supporting children's understanding of diversity and their individual needs are well catered for. Staff use 'Every Child a Talker', promoting communication with all children throughout the nursery. Staff are deployed effectively to meet children's needs, actively and enthusiastically joining in their play.

There are good systems in place to monitor and evaluate the provision. The setting is completing Bournemouth Quality Standards which enables them to critically evaluate the whole of their provision through the various modules. The setting gains parents' views through questionnaires and regular discussions. Any suggestions are considered and addressed wherever possible. Children are encouraged to evaluate the activities that staff provide during the sessions. A child tells the member of staff that they feel the animal shaped blocks are boring. Staff follow this through, ensuring that children enjoy the activities available. All the children have a discussion about how they could make the blocks more exciting. Staff attend training and any new information is cascaded to all staff at their regular meetings. Management attend meetings with other early years settings where there are opportunities to share good practice. The manager has developed strong links with settings close by to provide support to each other.

Staff develop effective relationships with parents and carers actively involving them in their child's time within the nursery. Parents are encouraged to contribute in their progress. They access children's individual learning journeys and communication systems such as diaries, whiteboards that record children's sleep and nappy changing times. Parents report that they feel staff are very friendly and know their individual children's needs well and their children are happy and settled within the group. A parent comments their child has come on in bundles and they particularly like the flexible and great partnership they have with the setting. When

parents initially register their children they are given a parent pack containing good quality information about the setting, staffing and the Early Years Foundation Stage framework. The setting has procedures in place to ensure that if children attend other early years settings there is close liaison to ensure a cohesive approach to children's learning and development. Staff provide good levels of support to parents when working with other agencies such as health professionals.

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

Children are eager to come into the setting and quickly settle into activities of their own choice. The nursery provides a stimulating environment where children can choose their own activities. They gain a strong sense of belonging because their ideas are valued and they see positive images of themselves around the setting. Staff encourage children to choose a range of activities and in addition staff will provide some activities. Children develop their own ideas with staff supporting their individual interests. For example, a child finds a map, laying it on the floor, looking for where they live in Bournemouth. The child particularly enjoys buses, spending time looking for the different places they have been on the bus such as Lymington. Children's creative skills are promoted throughout the nursery. They have opportunities to role-play in the well resourced area. Children ask 'Can we do the "We're going on a bear hunt?"; they are familiar with the story, rushing outside to join in. Staff actively engage with the children encouraging them to take the lead. A child takes the large bear outside to join in. Children have good opportunities to start recognising their name and talking about how they are feeling, for example, at lunchtime children are encouraged to put a butterfly with their name on it on the wall. They talk about their morning and whether they are feeling happy or sad. However, some of the writing is very small, making it difficult to some of the children to recognise the letters. Younger children participate in a wide range of play opportunities exploring and investigating various mediums such as water, sand, shaving foam, pasta, custard and paint. Several children use their hands to explore the water which has bubbles in. A member of staff extends the activity by providing a doll for them to wash. A child enjoys finding various sized bottles, putting them into the water making large splashes. Another child enjoys exploring the paint with their face. Staff are close by supporting, explaining that the paint will not taste very nice. Staff have created a sensory area in the baby room for the children to explore different textures.

Children enjoy investigating different sounds of the various musical instruments. They wait patiently for their turn to use their instrument. Staff encourage them to think about whether the sound loud or soft. Children suggest various songs they would like to sing using their instruments to accompany them. Children enjoy exploring a range of materials staff found at a local scrap store. Initially they talk about the different materials before deciding what they would like to make. An excellent sensory room provides opportunities for children to have some quiet time looking at the various lights, bubble machines and cosy furnishings. Some children choose listening to stories, looking at books and completing puzzles in the quieter area. A child spends considerable time matching cards, making different vehicle

shapes, spreading them out, clearly pleased with their achievements. Staff praise the children often showing other children promoting children's confidence and self-esteem.

Staff demonstrate secure knowledge of the Early Years Foundation Stage. They plan and provide a wide range of age-appropriate and stimulating activities. Staff complete observations and assessments and use the information gathered along with parental input to plan the next steps in a child's development. The setting has recently implemented a new planning system which all staff are working towards to ensure that all children make good progress in all areas of their development and learning.

Children generally follow good hygiene practices. They know and understand when and why they wash their hands and generally do this without adult support. Children are encouraged to use the toilet facilities independently. However, on occasions children do not flush the toilet and there are no secure systems to ensure toilets are clean. Children benefit from healthy nutritious snacks and meals. A hot lunch is provided and staff support the children encouraging them to follow good table manners. Children's independence is supported because there are encouraged to carry their own lunch from the kitchen to the dining area, pouring their own drinks. Good nappy changing procedures ensure that children are comfortable at all times. Effective systems to ensure that younger children have their own clean bedding and cots enabling them to follow their home routines with regard to sleeping. Children's emotional needs are particularly well supported. Staff give regular cuddles and children throughout the nursery are confident to seek support from staff.

Children learn about safety issues through discussion. Staff give clear explanations about safety issues. For example, when the toddlers are playing in the garden staff are close by the equipment to show them how to use it properly and safely. Older children are encouraged to keep the environment safe by putting resources away when they have finished playing with them before getting out additional resources. Children's behaviour is good throughout the nursery. Staff give clear boundaries and expectations. Children are encouraged to think about others, sharing resources and being kind to their friends. Children have good opportunities to learn about the wider world through celebrating various festivals throughout the year. They participate in projects supporting their awareness of others such as Children in Need.

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

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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	2
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