

Clarendon Nursery

Inspection report for early years provision

Unique reference number 512735
Inspection date 07/02/2011
Inspector Melissa Patel

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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

Clarendon Nursery opened in 1978 and is situated on the ground floor of a converted building in the grounds of Leeds General Infirmary in the centre of the city. The nursery is managed by the Leeds Teaching Hospital NHS Trust and provides child care for parents who work for the trust. It operates from two playrooms and there is an enclosed outside play area.

The nursery is open five days a week from 7.15am until 5.30pm. The nursery is registered on the Early Years Register and may provide care for up to 38 children in the early years age range. There are currently 57 children cared for in the early years age range who attend on a full and part time basis. The nursery receives funding for nursery education for three and four year olds. The setting employs 18 staff; of these, 16 staff hold a Level 3 Qualification in Childcare, and one staff member is qualified to Level 2 in Childcare. The setting supports children with special needs and disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Early Years Foundation Stage is promoted extremely well overall. Children's individual needs are met highly effectively through the very good support systems in place that include excellent partnerships with parents and other professionals. This results in children making excellent progress with their learning overall, and ensures that their well-being is promoted highly effectively. Children are safe and they have fun experiencing a challenging and interesting range of activities indoors and outdoors that keep them fully motivated. The monitoring systems for the provision are excellent, resulting in successful ongoing continuous improvement. This promotes highly positive outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring all appropriate documentation is accessible to those who have a right or professional need to see them.

The effectiveness of leadership and management of the early years provision

The systems in place to safeguard children are highly effective. For example, the staff are deployed very well to ensure children stay safe. The procedures in place to support staff's suitability to work with children are monitored to a high standard, including ensuring all staff have a suitable Criminal Records Bureau check. Robust risk assessments reduce risks to children as they explore the environment. Staff

are highly knowledgeable about their role in the provision to promote children's development and welfare extremely well overall. The organisation of space and arrangement of the resources in both playrooms is highly conducive in supporting children's welfare and development. Equality and diversity is given high priority by staff. Staff allocated key roles ensure that children with a variety of individual needs are supported exceptionally well with their overall development. This helps narrow the achievement gap so all children progress very well. The availability of documentation to support the operation of the provision is excellent overall. However, not all records are on the premises at all times to ensure availability to those who have a right or professional need to see them.

Systems in place for monitoring the provision are excellent. The provision's management and staff are dedicated to continuously promoting high standards for children. They regularly review their practice and put plans in place to make ongoing, continuous improvements. This results in extremely positive outcomes for the children. Staffs' and parents' views are taken account of to help develop the provision. Since the last inspection the provision has implemented many highly positive improvements for children. For example, the provision has successfully met the one recommendation raised from the last inspection by ensuring systems to promote children's learning and development are continually reviewed. More emphasis is put on following children's interests when planning their play experiences to extend their learning, which works extremely well for the children. The provision has extended the use of the outdoor play area, enabling children over two to have more choice as to whether they play indoors or outdoors. In addition, the outdoor area is now divided into two areas which creates more space. This means that the babies can play out at the same time as the older children. This improves the provision exceptionally well by ensuring all the children and the babies have excellent opportunities to extend their learning outdoors.

The provision works highly effectively with the parents, ensuring that regular dialogue is shared to support children's care and learning extremely well. For example, parents who have babies in the provision share a written daily diary. This keeps the parents informed well regarding the activities the children participate in during the day, and if they have slept and eaten well. Parents often leave comments in the diary to help the staff support the children's care. The parents can access profuse amounts of information on notice boards and on walls, such as, detail about the activities planned, menus and the key workers that support children. The setting has established excellent links with other professionals, and there are some very good examples of how partnership working helps support children's individual needs to a high standard.

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

Children receive varied and challenging opportunities to help them progress across the areas of learning highly effectively. For example, the staff have a very strong level of understanding of how to help children learn through their play. Through observing children and taking account of their individual interests, plans are made to help children progress. For example, when playing outdoors the children notice

how windy it is and how the clouds are moving. The staff very skillfully help the children describe how the clouds move. The children make marks and pictures regarding what they have observed. The children's thinking is challenged during this activity and they are developing language and early writing skills very well.

Children are developing skills for the future exceptionally well. For example, they demonstrate confidence as they operate the mouse on the computer with ease. The babies can use toys that require their thinking skills to operate them and they use toys that make sounds. Children develop creative skills highly effectively through using a variety of media, such as, paint, glue and different types of materials. Children are very competent when using scissors to cut a variety of different textures. They listen to stories and participate through pointing at pictures and words, and they ask questions. Children often make choices, encouraged extremely well by the staff. For example, they decide what food to eat, often instigate their own play ideas and choose whether to play outdoors.

Babies are starting to develop an excellent variety of skills through exploring the environment with great interest. For example, they are highly motivated to learn during an activity indoors using play dough. They thoroughly enjoy rolling the dough and banging it into different shapes. They enjoy listening to the sound the roller makes. Staff support the babies extremely well during this activity, using the names of shapes and colours consistently. Babies' self-esteem is promoted consistently through praise and reassurance, such as for achieving a task and for trying. Outdoors the babies run in the wind and push and pull toys, developing their physical skills very well. The babies' routines are followed vigilantly, for example, photographs and notes are displayed on the wall next to the children's cots providing information to enable the staff to help children sleep. This supports their welfare and emotional well-being exceptionally well.

Children are learning to stay safe highly effectively. For example, as they move around the environment they receive reminders to be careful and why as they explore. Babies are able to take safe risks, such as climbing small equipment supervised very well by the staff. Children handle resources carefully and respond safely with other children. All the babies and children respond happily in the provision. For example, they smile frequently and are very confident. The children receive praise regularly from the staff during daily activities, supporting their self-esteem extremely well.

High regard is given to promoting the children's good health. For example the children wash their hands regularly. The more able children confidently explain why hand washing is important. Signs and pictures are arranged at low level in the bathroom to support children's understanding of this important routine. In addition, the staff follow vigilant hygiene routines for controlling infections. Children can freely access drinking water at any time, supporting their well-being very well. The food is plentiful, balanced and nutritious and takes account of children's individuality. Children are also developing an excellent understanding of the importance of living a healthy lifestyle. For example, all children and babies play out in most weathers, where they can develop their skills exceptionally well. For example, they can experience fresh air, explore different textures, listen to sounds, enjoy filling and emptying different size containers in the water and

develop the use of their large physical skills.

The nursery environment is highly inclusive. For example, the individuality of each child is given high priority. The activities reflect the different aspects of children's lifestyles, helping children learn to value one another. Children learn about the families whom attend the provision, and they celebrate varied festivals. This helps children respect diversity extremely well. Children's connections to their home life are also very well supported with these activities. There is varied language text available throughout the provision, which is prominent and arranged at a low level. This supports children who have knowledge of other languages as well as English, and helps extend children's understanding regarding diversity highly effectively.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

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

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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