

Charlton Nursery

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Debbie Starr

Setting address	Westbrook, Main Road, Flax Bourton, BRISTOL, BS48 3QX
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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*.

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Description of the setting

Charlton Nursery is one of two day nurseries owned by a group of private individuals. It was registered in 2010 and operates from an adapted house in its own grounds. The nursery is located on the main road through the village of Flax Bourton, North Somerset. Children have access to an enclosed outside play area. The nursery opens Monday to Friday from 7.30am to 6.30pm. The nursery opens all year round except for one week between Christmas and New Year. The nursery is registered on the Early Years Register. A maximum of 55 children may attend at any one time. Of these, no more than 19 may be under two years old. There are currently 66 children on roll who attend. The nursery offers support to children who have special educational needs and/or disabilities. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs 15 staff. Of these, 12 including the manager hold level three qualifications; one member of staff is working towards a level three. Childcare staff are supported by a cook and a book keeper.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to support children's learning and development and promote and safeguard their welfare effectively overall. Effective partnerships with most parents ensure continuity in children's care, learning and development. The nursery is aware of its responsibility to develop links with other early years providers. Management and staff demonstrate a strong commitment to improvement. Effective self-evaluation of the provision, that includes parents, staff and the local authority, ensures good outcomes for children.

What steps need to be taken to improve provision further?

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

- gain more focused information on all children's learning and development when they first join the nursery to support the identification of children's starting points and capabilities
- develop further the two-way flow of information with all parents to ensure continuity in children's care learning and development
- extend opportunities for children to recognize their own and others unique qualities through meaningful experiences that fully embrace their home language and diverse cultural backgrounds.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, carefully managed and understood by staff. Vetting procedures ensure that all adults working with children have undergone suitable checks. Staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery, gained through effective induction and ongoing training. Appropriate risk assessments of all aspects of the provision and procedures such as security at the entrance and access to personal mobile phones ensure children are cared for in a safe and secure environment. Good documentation is in place to safeguard children and required records are well maintained and shared with parents. Children of all ages have easy access to an interesting range of high quality toys and resources that are well organised within in a bright and airy environment that supports their play and learning.

Highly positive relationships with parents ensure that overall children's individual needs are clearly identified and supported. Children's cultural diversity and home language is acknowledged and reflected in some activities, but is not yet fully embraced for all children that attend. Parents are complimentary about the care given to their children and the progress they make. Parents are well informed about the nursery's working practices through accessible clear written documentation, inviting displays of children's involvement in activities, communication books and daily discussion about children's welfare, activities and achievements. Parents are actively encouraged to share what they know about their child's interests and achievements. However this is not yet fully effective with all parents so as to bring about a two-way flow of information that ensures continuity in their child's learning and development. Positive partnerships are established with external agencies to ensure children receive the support they need. The provision is aware of its responsibility to make links with other early years providers. This does not apply at the time of the inspection

The highly motivated and enthusiastic management team and staff use an effective ongoing system of monitoring and self-evaluation that includes parents, and the local authority to reflect upon the provision. Future areas for development are clearly identified, well chosen and include those identified during the inspection process. For example, staff training in creative play has motivated staff to reflect upon resources in their own rooms and to be innovative in creating interesting textural experiences for young children. Management recognise the need to further embrace the inclusion of children's home languages and cultural diversity and plans are in place to develop further the outside area so as to extend learning opportunities for all children. The owners and management team have a clear vision for the future and have high expectations of staff who are supported effectively to develop their knowledge and skills through training. The nursery demonstrates a strong commitment to their continuous improvement.

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

Children of all ages form strong attachments to staff. They are happy, settled and confident, displaying a strong sense of belonging. Children throughout the nursery make good progress through a balance of well planned and purposeful adult and child-led activities. These activities promote curiosity and exploration and arise from children's interests. Staff identify clear learning objectives for each child based upon regular observations and ongoing effective assessment and evaluation of their abilities. More focused information on children's learning and development is not gained for all children when they first join the nursery to support the clear identification of their starting points and capabilities. Babies are supported effectively by staff to be curious and explore the world around them through their senses. They are fascinated by balls in foam and are intrigued by the texture. Children develop coordination skills as they reach out for and hold a range of objects such as wooden spoons and whisks. Staff sensitively encourage children to try out new experiences as they respond to their babbling and emerging language through the repetition of words. Babies' emerging mobility is promoted well and supported through staff interaction and the layout of equipment which supports children when pulling themselves up to stand. Children are excited by bubbles and crawl to reach them. Toddlers curiosity is promoted well through a range of textural play. Children eagerly explore blown rice, dried spaghetti, water, sand, paint and dough at varying times throughout the day. They develop coordination as they use a variety of tools to scoop, paint, prod and mix items together. Children are supported well to share paint as they work alongside each other on one large piece of card. They observe change when it is mixed together and give meaning to their mark making such as recognising shapes they create when using brushes. Children are very interested in puzzles and respond well to encouragement to fit pieces together.

Children are captivated by stories and books. They sit close to staff, listen and respond to good open-ended questioning. Children's language is extended through the introduction of new words. Children work cooperatively together as they build towers of bricks and are encouraged to recognise shapes such as square in everyday objects. Children enjoy singing; they select their own songs and move their bodies rhythmically. Children willingly take part in large group activities such as Spanish. Staff sensitively support children through repetition and offer suitable challenges based upon what children already know such as the words for colour, number and good day. Children giggle with delight at their achievements. Children's understanding of language, number, developing problem solving and information communication and technology skills are supported, and extended effectively through computer programmes that include Spanish. Children confidently explain to the inspector what they have to do as they manoeuvre the mouse effectively and the importance of sharing as they take turns.

Children are supported well by staff to understand the importance of good hygiene routines and the importance of healthy eating. Children enjoy nourishing, freshly prepared meals using organic and locally sourced ingredients that take full account of their dietary needs and preferences. Children develop a good understanding of

the importance of regular exercise through a varied range of physical activities both inside and outside that they enjoy. Children show a good understanding of how to keep themselves safe within the nursery for example, when negotiating stairs, walking between rooms and regular practise of the evacuation procedures. They climb equipment in the garden safely and manoeuvre sit and ride toys without collision. Children are kept safe through vigilant monitoring when asleep. Children develop a sense of responsibility when designated as 'star of the day'. Their self-esteem and confidence is promoted effectively through the use of reward stickers. Staff support children well to manage their behaviour through frequent praise and consistent and clear guidance. Staff provide positive and respectful role models; consequently children's behaviour is very good. Children develop good skills for the future; they share, take turns and play cooperatively together.

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	3
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	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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