Clyde House

Inspection report for early years provision

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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

Clyde House Day Nursery has been registered since May 1988. It is a company owned nursery and is registered on the Early Years Register. The nursery is registered to care for 31 children in the early years age range, of whom nine may be aged under two years, at any one time. It is open from Monday to Friday between 8.15am and 5.45pm throughout the year, except for bank holidays. It offers full and part-time care for children aged from six weeks and there are currently 66 children on roll. The nursery receives funding for early years education and supports children with specials needs and/or disabilities and children who speak English as an additional language.

The nursery is located within a two storey Victorian House, in the Bishopston area of Bristol. Children under the age of two years are cared for on the first floor. Children aged two and above are accommodated on the ground floor. There is a secure garden for outside play and disabled access via a ramp to the front entrance.

The company employs ten members of staff including a general manager who oversees both Clyde House and its sister nursery Ashgrove Park. Of this number, eight work directly with children. All hold appropriate early years qualifications at Level 3 or above, including one who has achieved Early Years Professional Status. The nursery has gained the quality assurance award 'The Bristol Standard for Early Years'.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery is a warm and welcoming place for families, and children enjoy their time with the friendly staff team. Children are making satisfactory progress in their learning and development. However, the provision does not meet all statutory requirements of the Early Years Foundation Stage and as a result children's welfare is not fully safeguarded. Risk assessment fails to minimise all safety risks and children's good health is not always promoted. The staff team show commitment to improvement and they have taken action to enhance their provision but this is not always well targeted, as not all recommendations made at the last inspection have been addressed and they have failed to identify the weaknesses highlighted in this inspection.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that an effective safeguarding children policy and procedure is in place and can be implemented; ensure that the procedure clearly states the action to be taken to notify any child protection agency (usually local children's services or the police) previously identified by the LSCB, without delay, of allegations of abuse (Safeguarding and promoting children's welfare) — 28/03/2011
- ensure risk assessment identifies aspects of the environment that need to be checked on a regular basis, including in the baby room and sleep room; maintain a record of these particular aspects and when and by whom they have been checked (Safeguarding and promoting children's welfare) — 28/03/2011
- take necessary precautions to prevent the spread of infection (Promoting and safeguarding children's welfare) — 28/03/2011
- ensure that the system for self-evaluation serves to monitor the effectiveness of the provision by accurately identifying strengths and weaknesses and assists in the development of well-targeted plans for future improvement, in order to better meet children's individual needs (Organisation). — 28/03/2011

To improve the early years provision the registered person should:

- improve the use of resources by encouraging self-selection daily to help children develop better as independent learners
- improve the use of observations to help plan 'what next' for individual children, to hasten their progress.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are not sufficiently robust to ensure children's safety and well-being fully. The designated person to take the lead on child protection matters is suitably trained. A safeguarding policy is in place and shared with all members of staff, as required; however the policy is not effective. Its stipulated procedures do not reflect the requirement to notify a suitable child protection agency without delay, so has the potential to compromise swift action in the event of a child protection concern. Risk assessment and daily safety checks take place within the nursery but are not effective in minimising potential hazards to children's safety. Staff fail to recognise some significant risks to children's safety. For example displays above cots in the sleep room have trailing ribbons and are held to the wall with sticky tack and pins. In the event that these were to fall into cots, children would be at significant risk of harm. Also, in the baby room, electrical

items and wiring present safety risks particularly to young babies who are learning to pull themselves up to stand. Written records of risk assessments lack detail to clearly identify hazards within the environment that need to be checked on a regular basis, which is a breach of requirements. Risk assessments for outings give due consideration to potential risks relating to road safety and safety of various places of interest they visit. Risk of cross-infection is not always given due regard as staff do not wash their hands after handling babies who have infections or encourage children to wash their hands after blowing their noses. Young children sometimes sleep on the same cushions and blankets as used by others and this increases the risk of cross-infection. Suitable procedures are in place to vet new staff and to ensure their ongoing suitability.

Staff have good access to training opportunities for their own professional development. Team spirit is fostered; the staff team works well together and they create a friendly, welcoming environment for the children and their parents. They show enthusiasm in their work and commitment to improvement. Unfortunately, the leaders and managers do not have an accurate awareness of the strengths and weaknesses of their provision. Some of the action taken for improvement does enhance their provision, but they have not responded fully to recommendations made at the last inspection and acted on advice from local advisory professionals. For example, despite changing methods used to assess children's progress and plan for future learning, the next steps for children's individual learning are not successfully identified. This means planning does not always effectively support and challenge every child to hasten progress towards the early learning goals.

Since the last inspection, there has been extensive work carried out on the outdoor environment, involving parents and children in the creation of a sensory garden, which has improved outcomes for children. It now incorporates a good variety of activities and resources to promote children's play and development across all six areas of learning within the Early Years Foundation Stage. The nursery staff have also actively worked to encourage parents to become more involved with the nursery and children's learning, with varying degrees of success. The nursery environment is attractive with colourful displays of children's work, photographs of the children at play, positive images of the wider community and labels in a variety of languages, helping to promote inclusion and value of children's achievements. Although resources are plentiful and of good quality, these are not used effectively to support children's play. Many are stored at low level to provide access to children but staff do not encourage children to self-select, which hampers their independence as learners.

The staff team recognise the importance of partnership working and take positive steps to establish suitable partnerships with parents. A couple of children also attend another setting and staff have provided initial information about each child. They have not established a successful ongoing partnership, however, so as to ensure that children's experiences here enhance their early years experiences elsewhere. Parents receive written information about the nursery and those spoken to consider staff to be very approachable and are very pleased with the care their children receive and activities they engage in. They are able to look at their children's learning journals which show some of the activities children do and staff

observations made.

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

Generally, children have positive experiences within the nursery and the outcomes for children are mostly at least satisfactory in each aspect. Their health and safety is compromised, however, by weaknesses in the leadership and management that fail to ensure all areas of the nursery used are safe and that staff practice protects children's welfare effectively.

Children are broadly content, most willingly take part in activities and they make some choices about what activities they engage in. Children know how to behave and, how to use and care for their environment and resources. Even the youngest of children willingly help staff to tidy away resources. The babies show confidence to try new things and explore their environment, investigating the variety of resources available to them, knowing that caring staff are on hand to offer reassurance as required. The under two-year-olds engage in planned activities that offer a variety of sensory experiences, such as, exploring baby oil and painting. They also have regular outdoor play opportunities that provide fresh air and exercise. The older children are offered a variety of activities to choose from indoors and outdoors and they join in group activities with enthusiasm. They particularly like to engage in role play; for example they dress-up and link with others to take on the roles of 'builders' to carry out 'construction work' using the suitable adult tools available to them safely. They demonstrate awareness of their uses and good hand-eye coordination. The older children are not seen to freely help themselves from readily available resources in order to initiate or extend their play.

Children enjoy a range of positive experiences when outdoors. They paint, fill containers at the water trough, make patterns in the sand with toy vehicles, propel, sit and ride vehicles around the garden, look at books, climb on the play equipment and learn to negotiate the play space as they push dolls in prams and run around.

'Learning stories' are occasionally used to assess children's learning and identify next steps for their development. However, these are not systematically undertaken and the journals do not clearly show where children are in their learning, to monitor progress towards the early learning goals. Staff encourage parents to contribute to these records. Group planning is completed and staff incorporate activities that reflect children's interests and aid learning and development. The system used does not ensure weaker areas of learning, and the next steps in children's learning, are identified for individuals and then used to inform future planning. This slows children's progress. Friendly conversations take place between staff and children, although on occasion quieter children who are not actively engaged in activities can be overlooked. Large group activities are often successfully managed. For example, children of a variety of ages join in singing with staff enthusiastically and they listen intently to stories read by the

adults. Overall, children make satisfactory progress in their learning and acquire skills that will help them in the future.

Children progress suitably in learning about healthy living, with appropriate support from staff. All children eat well. The cook prepares nourishing meals that incorporate plenty of fresh fruit and vegetables, and promote healthy eating. Children and staff eat together enjoying the food and social experience. Due care is taken to ensure that children's dietary needs are taken into account when the menu is planned and food served. Older children are beginning to understand the importance of good hygiene practice. They are familiar with the routine hand washing that takes place before they eat and some are keen to tell staff that they should not lick their fingers when food tasting.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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