

Clifton House Day Nursery

Inspection report for early years provision

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17/03/2011

Inspector

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Setting address

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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

Clifton House Day Nursery was registered in 1990 and is operated by an individual. It is based within a self-contained property situated in the Waterloo area of Liverpool. Children are cared for within five playrooms, three on the ground floor, and there is a sensory room and a dining room in the basement. Children have access to an enclosed outdoor play area. The service is open each weekday, all year round from 8am until 6pm, 50 weeks of the year.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 41 children under eight years at any one time, of whom no more than 41 may be in the early years age range, no more than 24 maybe under 2 at any one time. The setting currently has 37 children on roll, all of whom are in the early years age range. The setting is also registered to offer care to children aged over eight to 11 years and is registered by Ofsted on the voluntary part of the Childcare Register. At present the setting is not operating a service for children over five.

The setting employs 10 staff to work with the children, of whom, eight hold early years qualifications. Two staff are working towards a qualification and another is working towards an additional qualification of an Early years Foundation degree. The setting receives support from the early years team and provides funded places for the provision of early education for some of the three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The systems for engagement of parents afford some opportunities for a regular exchange of information, and those with extended partnerships are effectively implemented to ensure that children get the essential support that they need. Staff's warm and welcoming interactions mean children have developed secure and confident relationships and the learning programme is sufficiently varied to help them make sound progress in their development. On a daily basis children are kept safe through staff supervision and the general organisation of the setting. However, documentation is not always thoroughly checked, which means some regulatory information has not been obtained or been consistently maintained. Formal self-evaluation has been prepared but is not regularly updated. However, the management is able to demonstrate improvements that have been made and a commitment to seek further improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with the child, and who has parental responsibility is

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- held for every child (Safeguarding and welfare)
- revise the policy on administering medicines; in this instance ensure that the records kept include details of how parents are informed after each and every medicine has been administered (Promoting the good health of children).

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

- further extend staff's knowledge of the planning and assessment systems so as to continue to review progress regularly; consider how parents may also be more actively involved in this
- further develop the activities and resources that help children to know about their own cultures and beliefs and those of other people
- further develop the self-evaluation and quality improvement processes to include a secure internal system of review; include management monitoring systems to ensure that documentation is consistently maintained at all times.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through appropriate recruitment and selection procedures which ensure that all adults working with children complete a full Criminal Records Bureau check. Updated information regarding relevant agency contact details is contained within the setting's safeguarding policy, and the staff are able to soundly discuss the steps to take to report any concerns they may have about a child in their care. However, the named persons for safeguarding have not been revised within the policy and there is some hesitation from some staff regarding the steps to be taken should an allegation be made against a member of staff.

The premises are suitably maintained, clean and presented in a safe and secure manner. Annual maintenance of fire safety equipment is undertaken, written risk assessments are prepared and action taken, for example, such as the fitting of non-slip surfaces to the decking areas in garden. Children's safety is further promoted by daily checks and good supervision by the staff. The arrangements for resting babies include sensors fitted to the cots and securely reflect the current guidance. The setting demonstrates some commitment to driving and implementing improvement. Action plans regarding developing the outdoor play area have been implemented and the management accepts support from the local authority regarding the planning and self-evaluation of how it is meeting the requirements of the Early Years Foundation Stage. Recommendations from the last inspection such as parental involvement in children's learning and the organisation of daily routines require further development. On a daily basis, management monitoring systems are, in the main, effective. Most documentation is appropriately maintained and kept up-to-date, however, there are a few exceptions. For instance, some of the medication administration records have not been signed by parents and information about who has parental responsibility for

children is not currently held. These are regulatory requirement.

Equipment and resources are safe and provide opportunities for children to make choices and develop their independence and curiosity. However, the rigid use of the dining room for snacks, mean that children's play time is often interrupted. Books, play figures and posters provide images of some of the diversity within today's society, thus, helping them develop positive attitudes towards difference. However, although some cultural and religious celebrations are acknowledged. The staff have not considered how they could increase the first-hand opportunities for children to gain a wider understanding of their own beliefs and those in their wider community, for example, by visiting local places of interest, such as the 'Imperial Arch' in the China Town district of the city.

Partnerships with parents are sound as staff are very friendly and welcoming. Staff verbally share information on a daily basis and a parent's room contains a variety of information in printed and photographic formats. Additional notices and displays are presented throughout the setting. A parent's evening is held annually and children's progress and learning records are made available to parents. However, parents are less involved with contributing to the regular planning and assessment for their children's learning. Collaborative work with other organisations and services is effectively implemented to support children with specific needs. Arrangements for transitions for children going to school are in place.

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

Staff have a secure understanding of the principles of the Early Years Foundation Stage. They have taken steps to ensure that the playrooms are organised to provide experiences that span all six areas of learning. Planning for the children's learning and development has recently been reorganised and as yet has not had a chance to be fully embedded into a consistent practice. Thematic approaches are used by staff to plan a range of adult-led activities, some of which are linked to the children's current interests and current seasonal events. Observations of the children are made and these are used to plan for some aspects of the children's next steps for learning. However, there are inconsistencies in the way that staff are maintaining and updating the children's ongoing development records. Consequently, some children's ongoing assessments and tracking records of progress are incomplete or lack detail.

However, the setting soundly promotes all of the five outcomes for children through the daily routines and the planned activity programme. The children are well behaved and courteous to each other as staff provide positive role models to mirror. They praise children when they use please and thank you and talk to them about turn taking when riding on the rocking horse. Children demonstrate that they feel safe as they arrive happily and separate and settle with ease. This is because staff have formed warm and secure relationships with the children. Thus, they are confident to explore and try new things. Babies assured by the close presence of familiar adults gleefully rummage in play boxes and explore the sand. They squeal with delight when the staff tip the blocks onto the floor.

The staff actively encourage the children's growing awareness of good personal hygiene. Regular hand-washing and the cleaning of teeth takes place. Daily opportunities to be outdoors to run vigorously, climb, balance and dig are complemented by activities indoors, such as using tools in the sand and singing action songs and dancing. Babies eat and rest as meets their own routines. A large and well-used planting area is in place. Regular crops of strawberries, peas, potatoes and broad beans are grown. They are harvested and used at mealtimes, helping children develop healthy eating habits and promoting their understanding of their world.

Children enjoy their play and staff support many aspects of their learning as they explore what is available to them. For example, staff demonstrate to babies how to fill the moulds with sand, and the older children who have made 'sand cakes' are provided with crayons to represent candles which they then count. However, staff are less inclined to extend the children's learning through the use of questions to make them predict or talk about what they think. However, children demonstrate familiarity and pleasure in the activities provided. For example, older children show interest in letters and mark making for a purpose and younger children delight in singing songs such as 'Down in the jungle'. Children play with toys that represent technology in context. The older children have some independent access to a computer but not to other items such as the digital camera. These types of activities and staff support mean that overall the children are soundly supported to develop positive attitudes and dispositions towards learning. These are considered essential for supporting the children to develop their skills for the future.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| 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 | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 3 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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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