

Claverham Day Nursery

Inspection report for early years provision

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508991

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06/05/2011

Inspector

Sue Taylor

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

Claverham Day Nursery is owned by East Sussex County Council, is situated in the grounds of Claverham Community College, Battle and opened in 1993. The nursery occupies the former caretaker's house, which has been adapted to provide two group areas on the ground floor and a baby unit on the first floor. All children have access to enclosed outdoor play areas.

The nursery is open each weekday from 8.15am to 5.45pm for 51 weeks of the year. It is registered on the Early Years Register to care for a maximum of 40 children in the early years age range, at any one time. There are currently 90 children aged from three months on roll. The nursery is also registered by Ofsted on both parts of the Childcare Register although does not currently take children in these age ranges. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 18 members of staff, 14 of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle quickly into the child-friendly environment where their individual care needs are met well. Overall, the systems in place support children's learning and they make good progress. The nursery are confident about what they need to do to improve further and have been successful in making and sustaining improvements to date. Most of the required documentation is in place and well organised. The breach of a specific requirement of the Early Years Foundation Stage is minor and has no impact on the safety and well-being of children.

What steps need to be taken to improve provision further?

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

- maintain a record of full risk assessments of the premises, environment and equipment stating when and by whom they were carried out, by whom, the date of review, which must be at least annually, and any action taken following a review or incident (Documentation).

27/05/2011

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

- improve opportunities for children to develop and use their home languages in their play and learning by using, for instance, the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'

The effectiveness of leadership and management of the early years provision

The staff are fully aware of their role and responsibilities for safeguarding children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Relevant training is undertaken and appropriate written policies are shared with staff and parents, so all are well informed of the nursery practices. A thorough recruitment process helps ensure that adults are suitable to work with children and that Criminal Records Bureau checks are obtained for all staff. The premises are secure and safe, supported by risk assessments and daily checks. However the risk assessment record does not state clearly when it was last reviewed, which is a breach of a specific legal requirement of the Early Years Foundation Stage.

Nursery managers have a good awareness of its strengths and identify areas for development aimed at improving outcomes for children. For example, recently introduced processes help identify and narrow any achievement gaps. Staff value the views of children and parents obtained from regular questionnaires and discussions. Staff have a good knowledge of each child's background and needs. Children's home languages are acknowledged. However, there are uneven opportunities for children to develop and use their home languages in their play and learning. Through displays and activities, children begin to gain positive attitudes and behaviours towards people who are different from themselves. Staff use the available good-quality resources in each age-group room to achieve planned goals in children's learning and development, across the six areas of learning. The children cared for on the ground floor benefit from having free-flow access to outdoor play areas. The staff ensure that the babies on the first floor are taken outside daily. The safe and secure areas provide opportunities for outdoor play in most weathers. Children have easy access to the toilets, enabling them to have some independence, although the cubicles themselves provide limited privacy as they have no doors.

Partnerships are well established and make a good contribution to children's achievement and well-being. Where children attend other Early Years Foundation Stage settings, key persons liaise regularly to be sure that they are able to support and provide continuity of learning and care. The nursery ensures that if a child needs additional help, the appropriate support is sought, such as working with speech and language therapists.

Parents are well informed about their children's achievements, well-being and development. Parents of younger children appreciate the daily sheets that give details of how their children spent their day. Daily verbal feedback is seen as beneficial by parents, who feel they are given good information about how their child is progressing. The 'activities at home' sheets enable parents to support their children's learning, and they are encouraged to contribute to the assessment

records.

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

Comprehensive policies and procedures ensure that children are protected and well supported. Overall, the required records are clear and well maintained. All adults are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. Currently, records show where children are in their learning but are less effective in showing their progress.

Children's progress in developing the skills they need for their future learning is good. All babies and children gain an awareness of information and communication technology. For example, babies know how to operate toys to make them work, and most of the preschool children know how to use the computer or CD player. Children play well independently and with others, becoming active and inquisitive learners. Older children have great fun as they play with a large selection of cardboard boxes using them for imaginative play or to construct towers. The babies show interest as they explore cornflour and water with the staff. The outdoor area for the older children is exciting; it provides physical challenges with a climbing wall as well as having space for energetic play, including running up and down a slope.

Most children show good awareness about what constitutes a healthy lifestyle, adopting good personal hygiene routines for as hand washing and blowing their noses. The staff help safeguard the health of the babies through the daily cleaning of toys and by not wearing outdoor shoes in the room. Healthy and balanced lunches are provided from a local school, with a cook on site to ensure individual needs are met and that suitable snacks are available. Children readily access drinking water when they want, according to their own needs. The staggered snack time enables children to finish their play first or to linger at the table to enjoy the social occasion.

Children are very settled and develop a sense of belonging to the setting. They know what is expected of them and can demonstrate a clear understanding of how to stay safe as they play. Good-quality interactions and well-organised routines help babies and very young children to become secure and confident in the setting. Children's behaviour is very good and children are beginning to show a positive awareness of taking responsibility.

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

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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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