

Clip Clop Day Nursery

Inspection report for early years provision

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Inspection date

15/08/2011

Inspector

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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

Clip Clop Day Nursery was registered in 2011 and is run by a private provider. It operates from a converted residential premises in Newmarket, Suffolk. Younger children use rooms on the ground floor and older children have base rooms on the first floor. Children have access to the fully enclosed outdoor play area.

The setting provides funded early education for two-, three- and four-year-olds. It is open each weekday for 51 weeks of the year and sessions are from 7.30am to 6pm. Children may attend for a variety of sessions. The setting is registered on the Early Years Register to provide 40 places and there are currently 21 children on roll who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings, such as childminders. The setting currently supports a number of children who speak English as an additional language.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently two children on roll in this age range.

The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting uses effective self-evaluation procedures, enabling them to make appropriate ongoing changes and thereby improve the outcomes for children. The appropriate partnership working with parents and carers supports staff in obtaining a clear understanding of each child's needs. They can therefore ensure that these are consistently met and children are supported in participating in the daily activities and play opportunities. Effective assessment and planning procedures mean that children's development is appropriately promoted.

What steps need to be taken to improve provision further?

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

- develop further the assessment and planning procedures to show how the planning is adapted and extended to meet the needs of individual children and to show how children's next steps are consistently fed into the overall planning in order to provide further experiences which are appropriate to each child's stage of development

- ensure that staffing arrangements are consistently organised to meet the individual needs of all children
- improve further the systems for organisation of the setting by continuing to develop the use of self-evaluation to support ongoing improvements
- develop further the outdoor play area in order to offer children an extended range of opportunities.

The effectiveness of leadership and management of the early years provision

The setting implements appropriate safeguarding procedures, ensuring that children's welfare is consistently promoted. The majority of staff have attended relevant training and there is a clear written policy relating to this area, ensuring that all staff can work together to protect children. Robust checks are carried out to make sure that staff are suitable to work with children. Appropriate risk assessments and daily checks further ensure that children's safety is promoted. Ongoing explanations from staff help children build up an appropriate understanding of safety issues. For example, children understand why running inside can be dangerous.

The manager and staff demonstrate an enjoyment of their work and are committed to the continuous development and improvement of the setting's practice. The appropriate prioritisation of improvements means that effective changes are made and the outcomes for children are therefore improved. An example of a recent change is the re-organisation of the base room for younger children, meaning that they have improved access to age-appropriate toys and resources. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. The effective use of resources means that children are offered an appropriate range of opportunities. For example, base rooms are well organised, with accessible resources so that children can make independent choices about their play. Staff are kind and caring and show a genuine interest in the children. However, at times, staffing arrangements are not always organised to fully meet the individual needs of all children

Staff demonstrate a sound understanding of anti-discriminatory practice and are able to refer to a range of additional information to help them identify and tackle any discriminatory behaviour. The setting's policies are regularly reviewed and this helps to ensure that their practice is inclusive for all children. Children's sense of belonging is promoted as staff are observant and children's interests are often included in the activity planning. The effective relationships with parents and carers mean that they are kept informed of their children's progress and activities, for example, through daily discussions and the displaying of activity plans. Continuity of care is effectively promoted as the setting has clear procedures for working with any others who also provide care for the children. For example, they use a communication book to exchange information with childminders.

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

Children make satisfactory progress in their learning and development because staff have a sound understanding of the Early Years Foundation Stage. They use appropriate procedures to observe and assess children, using this information to inform activity planning and thereby support the promotion of children's individual development. However, this is not fully promoted because the assessment and planning procedures do not clearly show how children's next developmental steps are consistently fed into the overall planning or how this is adapted and extended to meet the needs of individual children. Staff are caring, building good relationships with children, thereby creating a secure environment. Children respond to this and their behaviour shows that they feel safe. For example, they move around the playrooms, independently selecting resources and happily including staff in their play and discussions.

Appropriate staff interaction helps promote the development of children's language and communication skills. For example, a staff member talks with children about the role play figures they are playing with, while another staff member encourages young children to name the different vehicles as they take them out of the box. Children are effectively encouraged to count and solve simple problems. For example, children and a staff member use hand puppets and props to act out favourite counting rhymes, going on to discuss different denominations of money. Staff make appropriate use of children's interests to help promote their development. For example, after noting that children were interested in ladybirds, staff offered them opportunities to look at other insects and to count the number of dots on ladybird display pictures.

Children's learning is further promoted as staff make effective use of incidental learning opportunities. For example, young children look at a board book before being joined by a staff member, who encourages them to begin to form simple sentences to describe the illustrations. Children are supported in gaining a sound understanding of the importance of good health practices. For example, they develop skills in coordination, balance and control as they use equipment, such as, mini trampolines, hoops and ride-on toys, going on to discuss the effects of exercise.

The thoughtful layout of the main playrooms means that children are offered an appropriate range of play opportunities indoors. However, outdoor areas are not fully utilised in order to offer children further opportunities and to extend their understanding of their environment. Children's access to an appropriate range of information and communication technology equipment supports them in gaining an understanding of its uses and skills for the future. For example, they use programmable toys and role play items, such as a microwave cooker and washing machine. Children are offered opportunities to work together and solve simple problems. For example, they construct an obstacle course, working out how to support the middle of a plank of wood when this begins to bend.

The consistent approach to behaviour management supports children in gaining a

sound understanding of appropriate behaviour, developing skills for use in future life. Staff offer children appropriate explanations and encourage them to share and take turns. Children are offered adequate opportunities to develop their understanding of diversity. They access resources, such as books, which give positive images and information, and also participate in specific activities. For example, they look at their recent holiday destinations, discussing distances, climate and culture. The setting's effective procedures for working with parents and carers mean that they are able to adapt activities and offer appropriate support to children who have special educational needs and/or disabilities and to those who speak English as an additional language.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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	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	3
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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	3
The extent to which children adopt healthy lifestyles	3
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