

Clowns Day Nursery

Inspection report for early years provision

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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

Clowns Day Nursery Ltd registered in 1990 and re-registered as a limited company in 2011. It operates from a three-storey converted house in Ripley, Derbyshire. There is a fully enclosed area available for outdoor play. The nursery building is approached by a gentle downward sloping ramp and there is one step into the nursery. The provision serves the local area and surrounding areas. The nursery opens Monday to Friday all year round with the exception of Bank holidays. Sessions are from 7.30 am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

A maximum of 37 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 50 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs three full-time and six part-time staff. The majority of the staff hold appropriate early years qualifications, with one member of staff holding a Foundation degree in Early Years. The setting is one of six owned by Clowns Nurseries. The staff are supported by the management team that includes two qualified teachers. The day nursery has achieved the Investors in People award and they are members of the National Day Nurseries Association. The setting receives support from Derbyshire local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well in a warm and inclusive environment. Staff are encouraging and motivating, which supports children in making good progress. The majority of areas within the curriculum are promoted well. Positive partnerships with parents effectively promote consistency for children, although partnerships in the wider context are not yet as strong. The setting is reflective and is dedicated to continuous improvement through self-evaluation.

What steps need to be taken to improve provision further?

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

- build effective partnerships with all settings who are involved with children's care and learning
- provide further opportunities for the older and more able early years children to be challenged physically, in relation to climbing and balancing.

The effectiveness of leadership and management of the early years provision

Effective systems and procedures are followed to ensure children's safety is supported. All staff attend training in safeguarding children from abuse. They demonstrate a sound understanding of the setting's procedures and what to do if there is a concern about a child. Robust recruitment procedures ensure that staff who work with the children are suitable to do so. This includes undergoing rigorous checks, such as a Criminal Records Bureau checks, and completing a health disclosure form. Thorough risk assessments are given careful consideration and undertaken for the inside, outside areas and for outings. Daily checks are also carried out on the indoor and outdoor environment, contributing to children's safety and well-being.

The well-established staff team are passionate about the nursery and have a shared vision to provide quality care. Staff and management are reflective and constantly review and evaluate the provision to enable effective continuous improvement. The setting is very inclusive and this successfully promotes equality and diversity. Children are cared for in rooms that are equipped according to their age and stage of development to ensure they are able to take a full part in the activities. Rooms are well resourced and organised to support children's learning and care. Children's individuality, including their learning styles, abilities and interests, are given good consideration.

Relevant documentation is in place and there is detailed information that is shared with parents. Resources are well deployed. For example, the organisation of toys and activities successfully supports children's independent learning. Parents and carers are provided with some good quality information, both at the time their child first starts at the setting and on an ongoing basis. This takes the format of, for example, regular discussions with staff, information given in writing or displayed on the noticeboard and consultation evenings where all relevant parties can discuss children's development. Partnership in the wider context is not quite as strong as the setting has not built effective communication with all other settings that children attend.

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

Children are happy and confident at the setting. They demonstrate enthusiasm for learning, motivated by skilled and caring staff. Staff use different methods to help children to learn so that all children have an equal opportunity to develop skills in a way that suits them. Staff demonstrate how to use a dough cutter, get involved with pretend play and ask open questions, all of which promote children's developing skills. They carry out observations on the children that help them to understand their abilities and to plan for their next steps. Planned activities are punctuated with spontaneity, such as listening and copying the sounds of emergency vehicles. Children have a wide variety of opportunities to learn new skills and consolidate ones already learned. Young children are curious and enjoy

working out how to make a ball appear once dropped into a toy. They enjoy the feel of the dough and are learning how to use the cutters to make shapes. They are becoming independent and are confident enough to, for example, decide when they have finished an activity and take off their apron. All children enjoy books. Younger children sit with a member of staff and look at a soft 'texture' book. Pre-school aged children enjoy a story read dramatically by a member of staff. They sit with interest and ask questions about the story, joining in at different times.

Children learn about the passage of time and weather through doing the daily calendar, which they do both inside and outside. They count routinely and also enjoy weighing and measuring activities using scales. They compare different sizes and play matching games. They learn about how food is grown when they grow vegetables in their garden patch and then eat them. They enthuse about the caterpillars that have turned into chrysalises and then butterflies as they learn about lifecycles. A wide range of construction and imaginative play helps children to be creative. These are particularly attractive as they contain sufficient pieces to develop their ideas, such as dinosaurs, trucks and cranes, as well as construction discs.

Children's health is supported well. The relevant procedures are in place to minimise the risk of infection spreading and to support children if they become ill or have an accident. They are offered healthy meals and snacks, made on-site by the setting's cook, and drinks are freely available. Children are encouraged to follow good hygiene practice. For example, they routinely wash their hands before meals and after going to the toilet. Staff provide good role models for children. Children are developing a strong understanding about staying safe. They can explain that they need to wear seatbelts in the car or be in their car seat. They also play safely on the bike outside so that they don't 'fall off' and they tidy up so that they don't 'tumble over'.

Children have plenty of opportunities for physical exercise and fresh air. The outdoor area is on two levels, offering variety as there is a grassed area and soft surface area. There is a wide range of resources that children enjoy using. Pre-school aged children are accomplished tricycle riders and able to negotiate their way around obstacles. They also ride scooters and some are accurate when hitting a ball with a bat. There is a small climbing frame for toddlers, although this does not provide sufficient challenge for the older and more able children in relation to their climbing and balancing skills. Children behave very well and have a good understanding of the expectations for behaviour. For example, they say that they need to sit and listen at story time, be kind to each other and share toys. The nursery ensures that children have opportunities to develop an understanding about tolerance and people in the wider society to promote good citizenship.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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