

# Clockwork Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY225043

**Inspection date**

17/11/2008

**Inspector**

Patricia Graham

**Setting address**

Queen Street, Ashton Under Lyne, Greater Manchester,  
OL6 6NW

**Telephone number**

0161 343 4500

**Email**

info@clockworkdaynursery.co.uk

**Type of setting**

Childcare on non-domestic premises

## 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.

## **Description of the setting**

Clockwork Day Nursery registered in 2002. It is a privately owned business. The nursery provides full day care from a two storey building , which is located in the Ashton-under-Lyne area of Tameside. Children are cared for in seven base rooms and have access to an enclosed outdoor play area.

The nursery is open weekday from 07.30 to 18.00. It is closed for Christmas and bank holidays. The nursery is registered for 110 children in the early years age range. The nursery also offers before and after school facilities for children aged between six and eight years: this provision is registered on the Childcare Register. There are currently 108 children, in the early years age range, on roll. Of these, 27 receive funding for nursery education. The nursery cares for children with learning difficulties and disabilities and also supports a number of children who speak English an additional language. Access to the nursery is via main reception which has a ramp and there is also ramp to the outdoor play area.

There are 35 members of staff who work directly with the children, of whom 32 hold childcare qualifications. The nursery has attained an 'Investors in People' award and has also achieved a silver award in Pathways to Quality in Tameside.

## **Overall effectiveness of the early years provision**

Children make excellent progress in all areas of their development because the nursery provides outstanding learning opportunities enabling children to reach their full potential. The dedicated staff team value all children in the nursery and offer effective support by promoting equal opportunities and anti-discriminatory practice, which recognises and responds to the uniqueness of every child. Strong emphasis on community cohesion includes excellent partnership with parents, schools and community groups. Effective systems are in place for self-evaluation which acknowledge strengths and highlight areas to develop. The capacity to continually improve is a strength of the staff team who strive to make continual improvements enabling a stimulating environment for children.

## **What steps need to be taken to improve provision further?**

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

- obtain written permission before administering cream to children.

## **The leadership and management of the early years provision**

A strong leadership and management team works harmoniously with staff to promote successful outcomes for children. They have a secure knowledge and understanding of the 'Early Years Foundation Stage' requirements, which totally enhances children's care, learning and development. For example, a secure

awareness of safeguarding issues and robust recruitment procedures ensure children's safety and well-being. Effective deployment of staff enables children to be closely supervised and supported at all times. In addition to this, rigorous health and safety checks are undertaken and meticulous records are maintained to promote children's safety. For example, accident records are clearly recorded and written consent from parents is given before administering prescribed medication. However systems are not yet fully in place regarding the administration of cream.

Excellent systems are adhered to ensure an ongoing process for continual improvement. The whole staff team are enthusiastic and work collaboratively to promote achievements for children. They continually review their practice, through regular meetings and self evaluation, and immediately action priorities for further development. For example, since the last inspection staff have embraced the recommendation to develop planning for outdoor play. As a result, outdoor play opportunities have vastly increased as staff have worked together to create and plan a stimulating and challenging outdoor environment, which they strive to develop further. This has accelerated children's opportunities to experience the outdoor environment and the natural world.

Superb links are made with parents enabling practitioners and parents to work together. Parents contribute to their child's learning and development records. They receive an abundance of information to help them understand about learning through open evenings, informative displays and parents' forums. Systems are also in place to seek parents' views through regular questionnaires and parents take an active part in sampling seasonal menus as they attend 'taster evenings'. This totally values parents as their child's first educator, which ensures continuity of care and reflects true partnership working. Effective links are also made other agencies, such as local community groups, which helps children form relationships and value their surrounding neighbourhood. They learn to care for others as they collect food for 'Age Concern' and they relish frequent visits from their friends in the nearby residential unit. This successfully promotes children's awareness of severe disabilities and learning difficulties enabling them to understand differences within our society.

## **The quality and standards of the early years provision**

Staff have an excellent understanding of child development and effectively support children's learning by providing a stimulating and enabling environment. Children are active learners and thoroughly enjoy practical experiments using a range of materials. For example, children use spirit levels and plumb-lines as they build a wall and have great fun mixing their own cement using sand and water. Consequently they are able to make connections with real-life situations enabling them to become competent learners. Children engage in lively conversation as they chat confidently to their friends. Their language skills are totally enhanced as staff offer excellent support to develop their language and vocabulary further by asking open ended questions and introducing new words. Children communicate via other means, such as sign language as they sing beautiful songs. This is complemented with the use of visual symbols and Persona dolls which help children express their feelings and be sensitive to others. Children learn about the

wider world as they engage in Spanish activities and competently recite many words such as 'Papa Noel' and 'El reno' as they play lotto games.

A superb range of continuous play opportunities is provided enabling children to use their initiative as they make choices in their play. Children make pictures using a broad range of craft resources to extend their creativity. At other times they select their own books and make themselves comfortable on the low level sofas and quietly read stories with their peers. Their comfort is further assured as children play actively in the water trough, which is adjustable to their height to ensure no child is excluded. Children form strong bonds with their key workers who know them extremely well and plan activities based on their interests. For example, in response to a baby's discovery of bubbles the key worker offers a tranquil and relaxing activity with a range of sensory materials, including bubbles, and soft music. As a result, all babies are curious and totally mesmerised as they watch the bubbles flowing through the air and they end with squeals of excitement as they successfully pop them.

Excellent systems are in place for planning and assessment of children's needs. Staff are skilful as they undertake observations of children, which are recorded in their individual learning and development records. Observations are used effectively to inform planning for individual children enabling a personalised approach in their learning and development. In addition to this staff have excellent systems in place to ensure children are making progress as summary sheets are completed every six months. Strong links are formed with local schools and outside agencies, such as physiotherapists and speech therapists who work in partnership with staff to ensure children reach their full potential.

Children's physical well-being is enhanced because staff work closely with external agencies to provide physical activities for children. For example, they take part in belly dancing sessions and refine their posture as they practise their yoga techniques. This contributes to their awareness of a healthy lifestyle. Children's health and well-being is further promoted as they are cared for in a clean and safe environment where they have a good sense of belonging.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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