

Clowns Childrens Centre Clay Cross

Inspection report for early years provision

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Inspection date

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Inspector

Yvonne Layton

Setting address

Clowns Children's Centre Clay Cross, Stretton Road, Clay Cross, Chesterfield, S45 9AQ

Telephone number

01246250044

Email

Type of setting

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Clowns Children's centre is one of six nurseries owned by Clowns Nurseries. It registered in 2005 and operates from a purpose-built single-storey building in Clay Cross, Derbyshire. The nursery is a designated childcare provider and is closely associated with the Clay Cross Children's Centre who rent a number of rooms from the provider. There are four fully enclosed, outdoor play areas for the children, including a grassed area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 88 children may attend the nursery at any one time. There are currently 53 attending who are in the early years age range and 15 children over five years. Sixteen children receive early education funding. Children who are over five attend the nursery before and/or after school or for holiday care. The group supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery is open on Mondays to Fridays all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery serves the local and surrounding area.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. There are three auxiliary staff. The setting receives support from the local authority. It has achieved the Investors in People award and is a member of the National Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are fully included and involved in the nursery and receive excellent individual care from the experienced staff. Staff have a very good knowledge of all aspects of the Early Years Foundation Stage and of how children develop and learn through play. Exceptional partnerships between parents and liaison with other agencies ensure individual children's needs are met, and their protection is assured. Extremely proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting. There is an excellent capacity to make continuous improvement and sustain its existing very high standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving written medication and accident records by ensuring they are all easily legible

- enhancing further the learning environment by ensuring books are easily accessible by all children.

The effectiveness of leadership and management of the early years provision

Children are very well protected as there are clear, detailed safeguarding children procedures and staff have excellent understanding of their responsibilities in protecting children. Children are protected as the well-qualified, skilled and established staff team keep the premises very secure and supervise the children at all times. Detailed risk assessments, comprehensive policies, procedures and records are in place and carefully maintained. The requirement regarding the retention of records is fully complied with. However, carbon copies of records of accidents and medication administered are retained by the setting. These copies are not always clear should they be required for reference at a later date. Efficient systems ensure staff are suitable for their role and are clear about their day-to-day responsibilities. Required checks are completed and management are clear about ensuring the ongoing suitability of staff.

The learning environment superbly encourages children to engage, explore and experiment, with resources easily accessible and carefully considered to provide the utmost stimulation for them. Although there are welcoming, comfortable book areas in each room, staff do not always present books so that children can choose their own.

Children's learning is excellently promoted as the staff have very good knowledge and very detailed systems are in place to make sure all areas of learning are addressed. Activities focus on each child's interest, progress and continuous play provision, all of which are used to create planning. Child-led play is a major focus, with staff being highly skilled in supporting and enabling children to learn through their own experimentation and exploration. Throughout the nursery, children move freely within the rooms and outside. The outside areas for each group of children are carefully considered and provide excellent opportunities for children. The nursery is proactive in incorporating different childcare and education systems into the Early Years Foundation Stage.

The excellent liaison with parents and carers contributes to improvements in children's achievement, well-being and development. Parents are fully involved in the two-way completion of children's development records, and receive daily written and verbal feedback about the care and learning of their child. This is enhanced by parent consultations and regular written reports. Parents are encouraged to be proactive in the nursery as they are invited to events such as dad and grandparent days and harvest celebrations. Their opinions are actively sought through a suggestion box, and responses to suggestions are displayed for them to see. Parents are also consulted about development of the setting as they are able to view and comment on the nursery's self-evaluation document.

The nursery has developed excellent links as they have instigated transition meetings with other providers. Effective systems and transition booklets and

passports for each child are completed by staff and parents, which positively assist children to transfer to school. Positive links with other providers and services ensure there is a rich sharing of information.

Inclusive practice and equality policies are extremely well implemented. Individuality is exceptionally well respected and responded to. Photographs from home are proactively used throughout the setting, including family trees. Boxes, cartons and tubes are decorated with photographs and used in explorative play, and yearly photographic scrap books in the baby area enrich the children's experiences. Family groups allow children to interact with siblings and their peers, which is particularly valuable for children for whom English is an additional language. The setting is rich with resources, displays of different languages and signing, which thus increases children's knowledge of the wider world.

Children's well-being is significantly enhanced by the exceptional organisation of this setting. This is due to the passion of the management and the excellent staff team. Children's learning and welfare is strongly promoted as there is an extremely proactive ethos to evaluate all aspects of the provision, with continual reflection using a wide range of monitoring systems, including ongoing evaluation within the rooms by staff.

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

Children are very confident, happy and settled in the nursery. Play is extremely purposeful and all areas of learning are integrated into activities. Children are supported to explore and experiment. Staff are very skilled at encouraging children's critical thinking by presenting challenging questions and giving them ideas to extend their learning. Children used small bricks to make steps for a castle, and staff encouraged them to count and colour match the pieces. They use teamwork to paint outside equipment with water and brushes.

Children behave well. They receive high levels of attention and are engaged in interesting activities. Children create their own 'reward charts' and receive certificates of achievements. Younger children are encouraged to be helpful by a 'tidy-away' song. The nursery places a major focus on children growing as individuals by encouraging their social skills and independence. As a direct result of feedback from school, the nursery encourages parents to provide a PE kit to enable the children to be able to undress/dress and put on their shoes for a music-and-movement session. Throughout the setting, signs created by the children support personal care needs.

Children learn to respect their own and others' cultures and gain a sense of self through activities and creative projects. Visitors to the nursery and visits to the local area enrich children's learning about their world and community. They learn French from an outside provider. Staff are very warm and caring, providing positive interaction between themselves and the children. Children's communication skills are promoted extremely well as staff and children hold

detailed conversations about their experiences, family and lives. Imaginative play is superbly rich, with children acting out events from home and from experiences in the setting. Babies and young children make sense of the world through a good range of sensory activities, including access to a sensory room.

Nature is explored through planned and spontaneous activities. This includes working with the maintenance man with whom children plant flowers and vegetables, make bird boxes, undertake wood work and discuss safety aspects of the work. Children are actively involved in caring for the nursery pets. All children have vast opportunities to undertake a wide variety of creative activities. Free expression in art and craft is encouraged, with staff supporting children to express themselves in art. Displays of children's work, supported by pictures and text, reinforce their learning. Baby and toddler needs are enhanced as displays and wall activities are at their level. All children have opportunities to experience a rich range of technology and different styles of music.

Strong relationships with the staff help children to feel safe and secure in their surroundings. Many varied safety aspects are embedded in all activities in the setting and are reinforced by a themed safety week. Physical skills and confidence are enhanced as the children enjoy freely accessible outside play and use a soft play room. They undertake music-and-movement and dance, and traditional activity games enrich their experience. Throughout the children's time at the nursery, a very wide range of food and body awareness activities and discussions introduce them to healthy eating and self-care, including routinely brushing their teeth. Good health is promoted, both to the children and their parents, through a health awareness week.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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