

Clowns (3) Butterley Park

Inspection report for early years provision

Unique reference number	206305
Inspection date	16/11/2011
Inspector	Debra Davey
Setting address	Clowns Day Nursery, Butterley, Ripley, Derbyshire, DE5 3AD
Telephone number	01773 747983
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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.

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Description of the setting

Clowns (3) Day Nursery was registered in 2000. It is one of six nurseries run by a private ownership and operates from a purpose built premises in Butterley, Derbyshire. The nursery has an enclosed outdoor area. The nursery serves the local and wider community. It is accessible to all children.

The nursery opens Monday to Friday, 51 weeks a year. The nursery is open from 7.30am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 111 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 133 children attending who are within the early years age range. The nursery provides funded early education to 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 twenty one members of childcare staff, all of whom hold appropriate childcare qualifications to level 2, 3 and 5. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage framework and, as a result, children make good progress in their learning and development. Children have fun at this welcoming and friendly nursery and enjoy a range of indoor and outdoor activities. Good partnerships with parents have been firmly established, ensuring children's needs are well supported. Partnerships with other providers are developing. The manager and staff are enthusiastic and passionate about improving outcomes for children. They demonstrate a positive attitude and commitment towards the sustained and continuous improvement of the nursery.

What steps need to be taken to improve provision further?

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

- develop systems for exchanging information regarding children's welfare and development with other providers of the Early Years Foundation Stage
- ensure that children's independence in their learning and development is maximised at all times
- provide further positive images that challenge children's thinking and help them to embrace differences in special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. They routinely verify the identity of all visitors and implement effective procedures for the safe arrival and collection of children. Risk assessments are completed on the indoor and outdoor learning environments and outings and, as a result, hazards to children are fully minimised. Regular fire drills are carried out, therefore children understand how to evacuate the building safely in an emergency and stay safe. All required documentation is in place and available for inspection. Children enjoy a good learning environment. The staff make good use of space within the provision and manage resources effectively. Children use a suitable range of resources and these are easily accessible and are age appropriate, enhancing their learning.

Staff work well as a team and are committed to improving outcomes for children. Systems to monitor and evaluate the nursery's strengths and areas for development are in place. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into nursery life. Regular staff meetings provide valuable opportunities for staff to share good practice and discuss any issues. Children have access to a large outdoor area and can free flow between the indoor and outdoor environment. Staff access continued development including Forest School training ensuring that learning in the natural outdoor environment is maximised. Consequently, children's learning experiences are enriched.

Parents and carers are involved in their children's learning and development. They contribute to their progress including identifying their starting points. A comments box is available for parents to leave thoughts and opinions and regular parent consultations are held in order for parents to be kept up to date with their child's progress and achievements. Consequently, children benefit from continuity of care and development. The nursery supports children who have special educational needs and/ or disabilities. External agencies such as speech and language therapists, physiotherapists and occupational therapists work with staff to support children in the nursery. Thus the needs of all children are met. The nursery has good partnerships with local schools to support children during transitions. The management make contact with teachers and exchange information to ensure that children's transitions into school are smooth. Presently, there is no methodical approach to exchanging information with other providers who deliver the Early Years Foundation Stage to its children. Consequently, children do not systematically benefit from continuity in the welfare and development between settings.

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

Adults support children well in their learning and development and create an appropriate environment so that children are able to play and explore. However, some opportunities for children to be independent in their learning and development are not maximised. Rooms have positive images which reflect other cultures and gender, however, images reflecting disability and special needs are limited. Consequently, children's understanding and ability to embrace diversity is reduced. Staff observe children as they play and use information gained to inform their planning. All children have learning folders which contain information about a child's learning and achievements and evidence of their own work.

Children enjoy being outdoors and have wonderful opportunities to take part in physical exercise. Consequently, they are learning that exercise is part of a healthy lifestyle. A wooded area allows children the freedom to investigate and explore and broaden their understanding of the wider world. Children's larger muscle groups are developed and coordination increased as they enjoy music and movement opportunities. They squeal as they work collaboratively, vigorously shaking a large parachute in order to move the teddy bears along it predicting where they may fall off. They use effective listening skills as they anticipate waking their teddy and respond well to instructions. Children's sensory and creative development is enhanced as they relish opportunities to explore the sensory room. Multi coloured lights and bubble tubes stimulate children's senses as they touch and feel various objects of differing textures. Children choose instruments to play and march around the room to the music. Children's understanding of positional language is increased as they are encouraged to play above their heads or down by their knees. Social activities such as snack time and lunch, give children opportunities to engage in conversations with their peers. Children are confident to instigate exchanges with friends and adults. As a consequence, good friendships are fostered and a strong sense of belonging is nurtured. Children have recently completed a project at a local park whereby they are able to explore and gather natural resources, such as acorns and leaves, to bring back to nursery. Their understanding of the wider world is broadened as they look at wind turbines, totem poles and feed the swans. Children are developing their ability to be active learners and to think critically and are happy to work independently or as a group. Children behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. Staff use spontaneous opportunities to remind children of how to stay safe. For example, when outdoors children are reminded how to use large equipment safely. Children understand and adopt good hygiene practices. They understand to wash their hands to 'wipe away the germs' before eating. Children are encouraged to take responsibility in the nursery. They understand the routines as they help to tidy up. Staff acknowledge children's contributions in the setting by giving praise at every opportunity. Children respond to the expectations of the staff for good behaviour, thus increasing their skills for the future.

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