

Clyde House

Inspection report for early years provision

Unique reference number	106936
Inspection date	04/01/2012
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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*.

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Description of the setting

Clyde House is a privately owned day nursery that registered in 1988. The nursery is located in a two storey Victorian house, in the Bishopston area of Bristol. There is a secure garden for outside play. The nursery is registered on the Early Years Register to care for up to 31 children in the early years age range at any one time. The nursery is open from Monday to Friday between 8.15am and 5.45pm throughout the year, except for bank holidays. It offers full and part-time care for children aged from six weeks and there are currently 65 children on roll in the early years age range. The nursery receives funding for the provision of free early years education for children aged three and four years. Staff support children who speak English as an additional language.

The nursery employs 10 members of staff including a general manager who oversees both Clyde House and its sister nursery at Ashgrove Park. All staff hold appropriate early years qualifications at Level 2 or above, including one who has achieved Early Years Professional Status. The nursery has gained the quality assurance award, 'The Bristol Standard for Early Years'.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff demonstrate a sound commitment to the continuous development and smooth running of the nursery. Children enjoy playing in a stimulating and child-friendly environment and they are making sufficient progress in their learning. Children's welfare is generally promoted adequately, although not all staff have a full understanding of the safeguarding children policy. In addition, children's understanding of how to adopt a healthy lifestyle is not effectively promoted. Staff are developing suitable partnerships with parents that contribute to children's general well-being. However, systems are not fully in place to help parents support their children's development and to contribute their views about the nursery.

What steps need to be taken to improve provision further?

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

- develop staff understanding of the safeguarding children policy so that they are all able to implement the procedure appropriately
- enhance children's understanding about what constitutes a healthy lifestyle by explaining, for example, the benefits of healthy eating and good hygiene practices
- develop systems to help parents support their children's development and to effectively share their views about the nursery.

The effectiveness of leadership and management of the early years provision

The staff have appropriate systems in place to help protect children's welfare. Staff document, for example, the presence of visitors and they record minor accidents to share with parents. Appropriate vetting procedures help to check that staff working with the children are suitable to do so. Staff are suitably deployed across the nursery to meet children's needs. There is a suitable risk assessment in place, which staff review so that hazards to children are minimised. Staff have attended training and gained some understanding of child protection issues. However, all staff do not yet have a good understanding of the child protection policy to be able to implement it appropriately.

Staff make suitable use of a quality assurance scheme and support from the local authority to evaluate practice and identify areas for development. This demonstrates a sound commitment to continuous improvement. Staff have worked hard since the last inspection to bring about improvements and promote better outcomes for children. The daily planning now clearly identifies the next steps in children's learning and resources include a range of natural materials such as rice. Staff now keep children's individual bedding separate and have access to hand sanitisers to limit the spread of infection. The staff team is committed to training and use some knowledge gained from training courses to support children's care and education.

Staff adapt the available space for different types of play. Children benefit from time in a welcoming, child-friendly environment. Photographs of the children and their achievements are on display, giving the children a sound sense of belonging. The suitable resources on offer enable the children to self-select their activities, which supports their independent play. An appropriate outdoor play area offers a range of suitable activities that support children's learning. This allows them the opportunity to use the outdoor space to play in different ways. Children participate in a suitable range of activities that help to develop their appreciation of diversity. They explore festivals through artwork, stories and factual books. Staff gain some key words for children with English as a second language to help meet their individual needs.

Staff share a positive relationship with parents and carers, encouraging them to share information about children's achievement at home. Parents are happy with the care the children receive. They relate that children enjoy attending the nursery and are making progress. However, systems to help parents support their children's development and to effectively share their views are not in place. The nursery is proactive in working in partnerships with other early years settings that children attend. They have developed an effective exchange sheet to share information on how they support children's learning and care needs. Links with the local primary school effectively help support children in their transition to school.

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

Young children are settled and show a sense of belonging as staff nurture their emotional well-being. Staff create a relaxed environment and interact warmly with the children to support them in their play. A range of suitable activities, which cover the six areas of learning, sufficiently promote children's progress in their learning and development. Staff generally support the children well to help them develop their thinking. Children explore a tray of rice, for example, using their senses and describing the texture. They explore fast and slow actions, moving their hands through the trays and making marks. Children begin to recognise their names through name labels on their pegs and printed labels around the room. Young children enjoy sharing books with staff and join in with the story, pointing to the characters in the book. Older children show an interest in technology and begin to develop sound skills at operating a computer mouse to create different shapes. They are beginning to concentrate for periods of time and are happy to express themselves and ask for help from staff. These positive attitudes to learning contribute appropriately to their skills for the future. Staff have a broad understanding of children's achievements across the six areas of learning. Individual assessment records are in place for each child attending, which include both photographic and documented evidence to reflect their progress. Staff use the information reasonably well to identify children's next steps for learning to assist in future planning.

Children have suitable opportunities to be active in the covered outdoor play area. An adequate range of equipment, such as wheeled bikes, hoops and balls support their steady physical development. Children enjoy playing hide and seek with staff as they run around looking for new places to hide. Children follow appropriate hygiene routines such as washing their hands before meals times. The nursery cook prepares suitable meals that take into account the children's dietary needs. The suitable range of snacks and meals encourage children to learn a little about healthy eating. Children can independently help themselves to water from the water cooler, to respond to their own needs. However, children's understanding about what constitutes a healthy lifestyle is not effectively supported since staff do not extend their understanding through helpful discussions. Children and babies settle in the nursery and most show a sound sense of belonging. Staff encourage children to be responsible by helping them to consider each other's feelings and taking it in turns to share their toys. Children begin to learn about keeping themselves safe through gentle reminders from staff to sit at the table when they eat.

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	2
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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