

Cavendish House Private Nursery

Inspection report for early years provision

Unique reference number	EY363745
Inspection date	20/12/2011
Inspector	Catherine Mather
Setting address	Cavendish Court, South Parade, Doncaster, South Yorkshire, DN1 2DJ
Telephone number	01302 811 111
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Cavendish House Private Nursery is a privately owned nursery which operates from a modified building in central Doncaster. The nursery is open each weekday from 8am to 6pm all year round, except for Bank Holidays.

A maximum of 59 children may attend the nursery at any one time. There are currently 73 children aged from three months to five years on roll. The nursery provides funding for early education for children aged two, three and four. The nursery supports children who speak English as an additional language.

The owner currently employs 18 staff who work directly with the children. Of these, 13 hold a relevant level 3 qualification and five are working towards a level 3 or higher qualification. The nursery follows guidelines from the Food Standards Agency and has been awarded 5 stars in a recent inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff welcome children and their families into the setting extremely warmly. They create a language-rich environment where children are motivated to learn. Children's learning and development are effectively supported overall. All children progress well towards the early learning goals as staff work in partnership with parents to meet individual needs. The children's individuality is recognised and acknowledged, they benefit from feeling safe, and have secure, trusting relationships with staff. The nursery management show a high commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- include opportunities for writing during role play and other activities
- help children to notice and discuss patterns around them, for example, using rubbings from grates, covers or bricks.
- provide a variety of familiar resources reflecting everyday life.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected because the staff have a good knowledge of local safeguarding procedures and systems in place are robust. Staff are vigilant with visitors and security in and around the premises. They conscientiously ensure that training is updated on a regular basis so that they are able to recognise signs and symptoms of abuse. Recruitment procedures are robust and staff are vetted for their suitability, further protecting children's welfare.

The setting has detailed risk assessments, ensuring that all areas inside and outside are safe for the children to access. Children flourish in the care of enthusiastic staff who share best practice and participate in internal and external training. The rooms are thoughtfully laid out and children can access a wide range of resources, although these do not always include resources that reflect everyday life.

The leadership and management of the nursery are strong and the manager has a clear vision of how she wants the nursery to move forward. The Ofsted self-evaluation form is used effectively and staff contribute towards the evaluation process. The manager and staff are aware of their strengths and weaknesses and consider ways to improve their provision for the children, setting appropriate targets. They seek comments from parents as part of their evaluation of practice to enable them to identify any areas for improvement. Regular staff meetings and appraisals are used effectively to discuss working practice, share ideas and training experiences, and this contributes to continuous improvement.

Partnership with parents and carers is excellent and extremely effective. They are heavily involved in all aspects of the setting through highly inclusive procedures. Staff have excellent relationships with all the parents and are meticulous in promoting a shared approach to the children's care and learning. Parents speak very highly about the welcome they receive and are keen to express their absolute satisfaction about the standard of the provision. The highly inclusive systems of communication result in strong levels of engagement with the setting's work. Parents are invited into the setting to join their children in craft activities, storytelling and celebration events. This widens children's experiences and supports their personal, social and emotional development, helping to raise their self-esteem and sense of belonging. Celebration events are planned on a regular basis, with staff, children and families enthusiastically taking part and volunteering their skills. Effective relationships with other provisions and professionals involved with the children are established. For example, the staff liaise with the local authority consultant teachers and the pre-school inclusion team.

The nursery staff have a good knowledge of expected milestones and sensitively support children of different abilities. They readily adapt their planning to ensure that all children can access activities and are fully included. Staff work exceptionally well to be fully inclusive and are extremely welcoming to everyone, including supporting children who speak English as an additional language. Multi-lingual members of staff are able to discuss and explain things to parents in their home language. This means that the parents' wishes are being followed and the child benefits from a dual-language environment.

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

All children, including babies, make good progress in relation to their starting points. They participate in a wide range of activities and have many opportunities to initiate their own play. For example, children make fake snow in the play tray, they understand that the water they add to the powder turns it into snow and add

glitter to make it sparkle. They suggest adding animals which live in cold places and staff sensitively allow children to be in control of their learning. Clear, simple but effective planning systems are in place to ensure that each child receives an enjoyable and challenging experience across the six areas of learning. Most mathematical concepts are reinforced in daily activities and play, such as books, songs and rhymes. However, their understanding of patterns is not fully supported.

Toddlers learn to dress themselves for outdoor play, counting fingers as they help to put their gloves on. This supports their growing independence and counting skills. There is very good balance between adult and child-led play and indoor/outdoor activities. However, the children do not receive opportunities to make marks or develop their independent writing skills during role play or other activities. Therefore, this is not fully promoted. The children receive opportunities to decide how they want to play and what with. Staff understand the holistic nature of children's development and link this to areas of learning through observations and progress reports. Children are active learners, creative and think critically because staff allow time for them to respond and sensitively listen to their views.

The nursery places the promotion of equality of opportunity at the heart of all its work. Adults have exceptional knowledge of each child's background, and children's awareness of equality and diversity in society is extremely well promoted through planned activities and resources. Children use special writing equipment that gives an interactive experience in their home language and supports their personal, social and emotional development. Children display a strong sense of belonging in the setting and behave very well. They understand what is acceptable and benefit from a wealth of praise, encouragement and compliments offered from staff, which has a positive impact on their self-esteem. Children behave in ways that are safe for themselves and others and understand why the need to be careful when handling certain equipment and tools. They develop an understanding of dangers and how to stay safe, for example, children are able to undertake their own risk assessments using a clipboard with pictures of things to check. This helps them to develop meaningful experiences. Children are encouraged to be active, inquisitive and independent learners and are able to explore and investigate during their play, with time allowed for them to extend the activities if they wish.

Children make healthy choices about what they eat and drink, and they choose from a selection of fruit, crackers and breadsticks at snack time. They have access to water at all times. The nursery employs a cook, who provides a nutritious variety of food. Children with dietary needs are catered for very well. Good health and well-being are promoted and necessary steps are taken to prevent the spread of infection. This includes providing parents with exclusion times if their children are ill and infectious. Shoes are removed before entering the baby rooms to further reduce risk of cross-infection. Babies settle quickly and are happy and respond well to the individual time and attention they receive. They enjoy music and dancing and are clearly benefiting from safe, trusting relationships with staff.

Children are given responsibilities as they help with tasks and are developing good self-reliance skills because they are given time to practise these. For example, they pour their own milk onto their breakfast cereal, with support and help to wash

their cups after snack time. They are encouraged to make choices and are asked at the beginning of the day during welcome time if they would like to share any news. They take turns holding a teddy called 'Barnaby Bear' and take him home for the weekend, sharing news of what they have been doing at home. This further supports the setting's highly inclusive partnership with parents. Overall, children are well equipped with skills they need for future learning.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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

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