

Clowns Childrens Centre

Inspection report for early years provision

Unique reference number EY283274
Inspection date 02/03/2012
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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*.

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 Childrens Centre is one of a group of six day care facilities. It opened in 2004 and operates from a purpose-built building. It is situated in the village of Ironville, Derbyshire. The nursery is part of a multi-professional approach to regeneration in the local area. Sure Start offices within the nursery provide local parents and children with access to Health and Social Services. The nursery is open each weekday from 7.30am to 6pm all year round, closing only for main bank holidays. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 75 children may attend the nursery at any one time. There are currently 35 children on roll, of whom all are in the early years age range. The nursery currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The nursery employs five members of staff. All of these staff hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong relationships are formed with children, each other and other professionals. The environment provides an inclusive practice that is mainly well organised which helps children to make good progress towards the early learning goals. Documentation is good and regularly reviewed and there are detailed procedures to keep children safe and healthy at all times. The self-evaluation process is developing and has identified good areas for improvement. Partnership with parents is very purposeful and a two-way system is in place to ensure the continuity of care is met.

What steps need to be taken to improve provision further?

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

- develop procedures so that children have more control over their learning to keep their interest and develop their creativity; paying particular attention to snack routines.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through very good supervision and effective policies and procedures. Detailed recruitment and vetting procedures ensure that adults

working with the children are suitable to do so. Comprehensive risk assessments are carried out in all areas and any necessary actions or equipment are put in place to minimise risks to children. The management ensures that the environment is very safe, secure and well maintained, promoting children's safety at all times. All the required documentation is thoroughly organised to ensure that the setting delivers effective quality care and education.

The nursery is a very bright and attractive space, where all children are welcome. The toys and resources are well organised and easily accessible so that children can select independently and in the main initiate their own play if they choose. The secure garden offers children opportunities to engage in different activities for example, using sit-and-ride toys, playing in the play house and climbing on the pirate ship. Staff are highly motivated and support children effectively so that each child makes good progress towards the early learning goals. Regular appraisals and staff development ensures that a programme of continuing professional development is in place. An ongoing system of evaluating and reflecting practice means that staff are continually looking at ways to enhance the quality of care, learning and development they offer. For example, they are investigating how to improve the outside environment so that children have more activities to participate in. Such as, implementing a vegetable patch. A comprehensive range of policies and procedures are available to staff to ensure that all aspects of the Early Years Foundation Stage are consistently implemented.

Staff develop strong positive relationships with all parents and carers. Parents receive detailed information about their children's time within the setting and they feel thoroughly involved in their child's learning and development. There are efficient systems in place to enable parents to know exactly what is happening in the nursery at any given time. Parents report that they feel the staff are very approachable and clearly know their child's individual needs and personalities. The nursery has effective systems to share information with other early years settings and professionals to ensure a cohesive approach to children's care and learning. Purposeful links with local schools make a significant contribution to the children's transition to school.

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

Children enjoy themselves in this friendly inclusive nursery. Children are progressing well towards the early learning goals. This is because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. Staff effectively interact with the children and consistently encourage children to try to do things for themselves. Observation and planning systems are clear and provide a varied range of play opportunities for children. Detailed consideration is given to children's interests as well as their stage of development. There is a good balance of adult-led activities as well as free play. All the areas of learning are covered frequently and meaningfully. Children make most choices regarding their play and staff ensure that the environment is stimulating, attractive

and accessible to all children so that they can learn independently. Resources are placed at a level where children can help themselves and make most decisions about their play. However there is no free access to the snacks provided and 'snack time' restricts children in their play. This stops children having control over their learning and decision making. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Children are active, creative learners and use their imagination well, as they negotiate their role as 'racing drivers' and search for outfits in the dressing up box. With support from practitioners children dress up as 'racing drivers' and then ride the tricycles effectively around the outside environment. They play well together, without adult involvement, which develops their social skills. They are happy to share the play dough tools and cutters as they roll the play dough out and create 'gingerbread men shapes'. Children's effort and achievement is acknowledged and rewards are used as positive reinforcement. As a result children develop good social skills and a sense of self worth. For instance, younger children happily share the sensory room equipment and wait for the sea horse to appear in the moving pictures. They harmoniously play together at the large activity frame and use the toys in the treasure chest independently. Behaviour is well managed in the nursery. Children are beginning to have a good understanding of people who have different needs, views, cultures and beliefs. They play with a broad range of toys and resources that reflect positive images of diversity, including dolls, dressing up clothes and small world people. They also explore a range of festivals around the calendar year through artwork, stories, visitors and food-tasting activities. For example the Chinese New Year festival, where children made dragons and ate noodles.

Staff take positive steps to promote children's health and well-being. Procedures ensure the premises and equipment is kept clean to minimise cross infection. Children have opportunities for physical activity as there is free access daily to the outside area; they also enjoy dance and exercise sessions. These provide them with an opportunity to learn about keeping healthy and enhance their physical development. Staff plan activities and talk to children about the effect of exercise on the body. Staff also provide healthy snacks, such as fresh fruit and vegetables and children can independently access drinking water throughout the day. Children's safety and security is of utmost priority and highly regarded. Children learn how to keep safe through listening to stories and participating in discussions and activities about road safety and strangers.

Children love listening to stories, they suggest what might happen next and repeat some of the words from the story. They develop their language skills as they are encouraged to chat during play and participate in singing nursery rhymes. They enjoy early writing skills such as, mark making and some children are writing their names accurately. Children are frequently supported to count and, as a result, they count by rote with confidence. They have opportunities to develop their early mathematical skills as they recognise and draw shapes, such as squares and circles and play games on the computer. Children learn well for the future as they practice their information communications technology skills by using pop-up and remote control toys, as well as the computer.

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