

Camelot Day Nursery

Inspection report for early years provision

Unique reference number EY427876
Inspection date 02/03/2012
Inspector Jenny Howell

Setting address 80-81 Moulsham Street, CHELMSFORD, CM2 0JD

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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

Camelot Day Nursery is privately owned and has been registered since 2011. It operates from converted office buildings in Chelmsford, Essex. An enclosed garden area is available for outdoor play. Opening times are from 7.30am until 6pm, weekdays only. The nursery is open all year round, closing for one week over the Christmas period.

The nursery is registered on the Early Years Register to care for a maximum of 40 children at any one time. There are currently 39 children on roll. The nursery is able to care for children who have learning difficulties and/or disabilities and is caring for a number of children who speak English as an additional language.

The nursery employs six members of staff, all of whom hold relevant qualifications. The nursery receives support and guidance from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Camelot Day Nursery meets the needs of each child in its care. All children make very good progress in their learning and enjoy their time at the nursery. Effective arrangements are in place in order to safeguard children and systems generally support staff in maintaining high levels of health and safety. Good relationships with parents ensure that they are well informed about their children's learning and development. A strong system of self-evaluation has been introduced in order to identify strengths and areas for development and bring about improvements.

What steps need to be taken to improve provision further?

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

- continue to develop the health and safety policy to ensure that when hazards and the procedures for dealing with them are identified, prompt action is taken.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place to protect children. All staff have undergone checks through the Criminal Records Bureau and the building and its garden are secure. All the required policies and procedures are in place to support the smooth running of the nursery. These are detailed and thorough, covering all aspects of the provision. Staff have a good understanding of child protection procedures and this is supported by additional training and relevant reference documents. High regard is given to children's health and welfare. Staff ensure that

food and drinks are prepared hygienically and that appropriate procedures are followed, for example when changing nappies. Risk assessments cover all areas of the nursery and support staff in minimising hazards. However in some cases where action has been identified, it has not been carried out promptly.

Staff are confident and enthusiastic. They all hold relevant qualifications and are supported in attending additional training courses and workshops. This helps to ensure that staff have their knowledge and understanding of child development refreshed and improved. Half of the members of staff have been trained in paediatric first aid and first aid kits are available in each room. This ensures staff can act promptly in the event of an accident or emergency.

A good system of self-evaluation is in place and has been developed in consultation with all staff. They have identified what the setting does well and have highlighted areas where improvements need to be, or have been made. A nursery development plan is also in place. This supports staff in bringing about the improvements they have identified, with the garden area currently prioritised. Good relationships with other professionals help staff to meet the needs of individual children. Guidance is received from the local area Special Needs Coordinator, as well as from Early Years Advisors. As a result staff meet the needs of individual children, caring for them in a fully inclusive environment. Staff are aware when children also attend other settings. They are in the early stages of developing procedures with these in order to ensure a regular exchange of all relevant information.

Positive relationships are developed with parents. They chat to staff daily and for younger children, share a daily diary with staff. Parents are regularly invited into the nursery, for example to celebrate St Valentine's Day. Development records are frequently shared and parents' comments and contributions are welcomed. Regular newsletters help to keep parents well-informed, and useful information is on display in the entrance lobby. Questionnaires actively seek feedback from parents, which is then acted upon by staff. Parents comment that they are very happy with the nursery. They feel that staff are very friendly and share a good amount of information. They like the family atmosphere and the high level of individual care their children receive.

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

Staff work enthusiastically with children to help them make good progress and support their welfare needs. A stimulating environment is created to allow children of all ages free access to a wide range of toys and equipment. As a result children follow their own interests and become fully absorbed in play and learning. Regular access to the garden area supports children in learning through the natural environment. Daily routines, such as snack and meal times are organised well to encourage children's independence and confidence, without restricting opportunities to play and learn. Staff carefully monitor and support children's progress. Learning logs are kept for each child. These support staff in observing what children can do, to build a detailed picture of their individual stages of

development. This information is put to good use to track children's progress towards the early learning goals in all subject areas. Staff then plan learning opportunities for individual children which are based on their interests and specific development needs. For example, for children who love to complete puzzles, staff make a paper jigsaw of their name to help them begin to recognise the letters and sounds it contains.

Children enjoy learning and access a wide range of stimulating activities. Babies help themselves to toys from baskets and use the rugs laid out on the floor. This encourages them to develop physical skills as they stretch, grasp and crawl. They enjoy communicating with adults, showing what they have found and expressing delight as they explore the world around them. Older children also access activities independently, making up their own games and following their interests. For example, children concentrate for a long period of time as they repeatedly pour drinking water from a jug to a cup. This helps to develop both physical and spatial awareness skills through a self-chosen activity. Children enjoy expressing their creativity as they paint, make collage and play musical instruments. They learn about the properties of different materials as they play with sand, water and play-dough, adding other materials, such as glitter, to see what happens.

Good opportunities are provided to develop skills for the future. Children of all ages start to make marks. Babies paint with their hands, while older children begin to write their names and form letters correctly. Children have access to a range of information technology equipment. They push buttons and levers on electronic toys or use the computer to play a range of educational games. Number puzzles, threading beads and weighing equipment help children to develop an understanding of patterns and numbers. Children have good opportunities to make sense of the world around them. They act out home life in the role-play area and have visited the local post office to post letters. Children develop good problem solving skills as they build houses with construction bricks or make obstacle courses using planks and crates in the garden.

Children behave well. They respond to reminders from staff and show respect towards others. Walks around the local area help children to learn about road safety and police officers visit to talk about stranger danger. Children also practise, and talk about fire drills on a regular basis. Children demonstrate that they feel safe and secure with staff as they cuddle up when upset or laugh together as they play. Responsibilities, such as washing plates and cups, are shared with children and all children learn to take turns and share. Respect for others and their beliefs is fostered as children investigate world festivals such as Christmas and Diwali.

Children develop healthy habits, such as washing their hands before meal times and wiping their faces after eating. They enjoy a good range of healthy snacks and meals which are varied and nutritious. All children have free access to fresh drinking water at all times. Children have good opportunities to be active, with regular access to the garden and space provided indoors to move freely.

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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