

Once upon a Time - NCN - Clarendon

Inspection report for early years provision

Unique reference number 254629
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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

Once upon a Time - NCN - Clarendon Nursery opened in 1994. It operates from a converted building and is one of several New College Nottingham nurseries. It is sited on the Clarendon Campus on Pelham Avenue close to the city centre of Nottingham. It serves parents who are studying at the college but also offers places to the wider community where availability allows.

There are currently 75 children on roll. This includes eight funded children. At present there are no children with learning difficulties and/or disabilities or English as an additional language. Children attend for a variety of sessions depending upon parents' courses. Children are cared for in rooms according to their age and ability. There is a securely enclosed outdoor play area.

The facility operates 8am to 6pm Monday to Thursday and 8am to 5.30pm on Fridays, throughout the year. The nursery opens on occasions outside of these hours to facilitate courses, if there is sufficient demand.

There are 10 staff who work with the children all of who have early years qualifications to National Vocational Qualification Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have an excellent knowledge and understanding of each child's individual needs and promote all aspects of children's welfare extremely well. They have established a very strong partnership with parents and some links with other providers delivering the Early Years Foundation Stage have been formed. Staff have organised a welcoming, successful learning environment and promptly identify children's starting points and the next steps in their learning. They implement meticulous and highly effective systems for observation and assessment of children's progress and plan to ensure all children make outstanding progress. Risk assessments are well written and reviewed regularly to ensure that children are safe and secure at all times. Effective self-evaluation ensures that the provision has an outstanding capacity to maintain continuous improvement and priorities for future development are recognised and addressed.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the sharing of relevant information where children receive care and education in more than one setting.

The effectiveness of leadership and management of the early years provision

Children's welfare is continually safeguarded. All staff are extremely vigilant in ensuring that the children are continually supervised inside and outside the building. Comprehensive risk assessments are in place and effectively ensure that all areas the children access are safe and suitable. Excellent procedures are in place for when children arrive and leave the premises which ensures that children cannot leave the premises without an appropriate adult. All staff hold valid first aid certificates ensuring that if a child has an accident they would be treated immediately and appropriately. All staff demonstrate an excellent understanding of their role and responsibility to protecting children from abuse and neglect and are fully conversant with the procedures to follow if they had a concern about a child. A comprehensive range of policies and procedures are in place and shared with the parents which truly reflect the ethos of care provided. All staff have been effectively vetted and the staff team complement each other through their knowledge and experience of caring for children.

Staff work extremely well together with their priority being the needs of the children. They continually monitor all aspects of the provision and decide together what changes are needed which will benefit and enhance the service provided for the children. Staff value training and see this as an essential part of their personal development. This is a fully inclusive setting. Children's individual needs are effectively met through the staff's positive interaction and their knowledge of the children and their families. There are many resources and worthwhile activities that ensure the children are introduced to their immediate and the wider world. Children who need extra support are cared for effectively by the experienced and knowledgeable staff who are sensitive to the needs of individuals in their care.

The nursery is a vibrant, exciting and welcoming environment and children are confident and eager to become involved in the activities provided. They clearly enjoy spending their time at nursery and interaction with staff is excellent. The wealth of resources are thoughtfully laid out to ensure that different areas are created, for instance, somewhere to be quiet and somewhere to involve themselves in messy play. Babies' needs are met sensitively and their individual routines respected and incorporated into their day. Photographs of the children engaged in an excellent variety of activities enable them to share their day with their parents and recall past events in their lives. Therefore compounding their feeling of security and gives them a sense of belonging. The resources are displayed to encourage children to become independent by self-selecting for themselves what they would like to play with. Children access the outdoor play environment each day gaining plenty of fresh air and exercise. Resources both inside and outside keep children interested and involved and staff use the knowledge of the children's interests to plan. Children confidently request additional resources if they want them and they eagerly show the staff what they are involved in or have made. The outdoor area is secure and children have made mobiles from various natural materials they have collected which make the area look attractive and give the children a sense of ownership.

The staff are committed to promoting an excellent two-way partnership with parents and other carers. Although links have been made with some providers of other care to the children, staff are still developing systems for communication to ensure continuity of care. Parents are aware of and actively encouraged to become involved with the activities and experiences their children have been involved in and continue their learning at home. Staff take time to talk to the parents each day about their child and their records are accessible at all times. Parents are encouraged to contribute to their records regularly and are fully aware of the progress their children are making and the next steps in their child's learning. There is an informative notice board giving the parents a wealth of information about the care provided and newsletters provide up to date information about forthcoming events and celebrations. Parents speak highly of the excellent care provided by the committed, caring staff that are thoughtful and supportive and always have the children's best interests at heart.

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

Staff are enthusiastic and motivated in their approach to providing an excellent service. They are proactive in their approach to providing a wide-range of play experiences and opportunities that promote their learning through their play. Children are making excellent progress. They are interested, motivated and eager to participate in the excellent activities on offer. Babies are happy and engage excellently with the staff who continually meet their needs and stimulate their senses through a wide variety of tactile experiences and activities. Staff are extremely skilled at interacting with the children and are fully aware of each child's developmental stage. There is a good balance of adult-led and child-initiated activities and staff are pro-active in ensuring that all of the resources effectively support their learning. Children have many activities that stimulate their creative skills. They are able to choose, for instance, from a wealth of art and craft materials to role play and gardening. Whilst celebrating science week they observe the changes to various fruits over a period of time, exploring how they look and feel and talk about what is happening to the fruit as it shrinks and becomes mouldy.

Children gain knowledge and have first-hand experiences to learn about the world around them. They are monitoring the flowers they have planted, looking at the changes, learning about the various parts of the flower and the things needed for them to grow. They have developed their own book to reflect the activities enabling them to recall the activity and what they have learnt. Children learn about their environment and are actively involved in making their own bug area in the garden, collecting sticks and logs and creating an area that encourages the insects to settle on them.

Children's language and literacy skills are developed through the extremely well planned environment and resources and the interaction of the staff. The attractive book areas inspires children to spend time looking at the books and they have developed good recognition of letters and more confident children recognise a wide variety of letters and are able to write their names. Children have a love of

books and are eager to listen to stories, where they join in with familiar text and rhyme. Words and labels are displayed around the room which encourages all of the children to understand that print carries meaning. Behaviour is excellent and staff are good role models promoting good listening skills, respect for others and children are kind and thoughtful towards each other. Strategies for dealing with unwanted behaviour are very good and are appropriate to the child's understanding.

Children are learning about caring for themselves and healthy lifestyles. They understand the importance of fresh air and exercise in their lives and enjoy spending as much time outdoor as possible. Their physical development is continually enhanced through the wide variety of outdoor equipment which encourages their coordination, balance and control when riding their bikes or ride on trikes, moving through tunnels and throwing a ball with direction and following a sequence, such as bouncing and catching.

Children enjoy their snack and meal times and understand the importance of washing their hands before hand. Older children are encouraged to help themselves to the foods they would like and staff eat with the children. Manners are encouraged and this is a lovely, social occasion enabling everyone to chatter about what they have been involved in and what they have learnt. Drinks are freely available at all times. Children's understanding of their own safety is continually enhanced as staff remind them of safety both indoors and outdoors. People from the local community, such as the mounted Police come into the setting and talk to the children about safety, their horses and the work they do. Photographs are displayed reflecting the visits and children enjoy talking about the pictures.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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