

# Clares Little Robins Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY435725

**Inspection date**

05/04/2012

**Inspector**

Sara Frost

**Setting address**

Saunders House, Fore Street, Northam, Bideford, North  
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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**

Clares Little Robins Day Nursery is one of five privately owned nurseries. It was registered in 2011. The nursery is situated in the residential area of Northam, North Devon. It has use of seven rooms on the ground floor of a large detached property. Children also have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 63 children under eight years may attend the nursery at any one time, of whom 17 may be under two years. There are currently 92 children aged from six months to four years on roll, of whom 33 are in the early years age range. It is open each weekday from 7am to 6pm for 51 weeks of the year. It receives funding for three- and four-year-olds. A team of seven staff support the children, all of whom hold a National Vocational Qualification at level 2 or above.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children happily play in a warm and welcoming nursery. Most children are very confident, and quickly settle as they become fully engaged in their chosen activities. Staff plan an interesting range of activities and offer good support to the children as they play and learn. The organisation of larger group time activities requires further development, to maintain children's involvement and interest. Partnerships with parents are positive and enable them to contribute to their child's learning and development. Management show a strong desire to provide high quality childcare and effective systems are in place to monitor and further develop practice. This demonstrates the nursery's strong commitment to promoting positive outcomes for children and families.

## **What steps need to be taken to improve provision further?**

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

- Review the organisation of large group activities to provide a learning opportunity and maintain the interest for all children.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a good understanding of their role and responsibilities to safeguard children's welfare. Recent in-house training has heightened staff awareness of the processes to follow should they have any concerns about a child in their

care. The management implements systems to provide robust recruitment and to ensure staff employed are suitably qualified and experienced for their roles. Management encourages and promotes further training for staff to enhance their skills and the provision. Good practices promote children's safety and welfare. For example, good practices are in place to ensure staff are aware of people entering or leaving the nursery. Written risk assessments maintain children's safety both within the nursery and outside. Regular fire evacuation practices with children enable children to learn about how to keep safe in an emergency situation and fire safety.

The rooms have good natural light. Each room and area used by the children is well organised. This allows children to move safely and confidently around indoors. Children are able to select resources and encouraged to tidy them away with care. The resources include those that are used to aid children's understanding of diversity in the wider world. All the required policies and procedures are in place and shared with parents. This newly established nursery has developed a good partnership with parents. Organised settling in visits help to introduce the children and parents to the nursery environment, and staff to get to know the children and their needs and interests. Key staff within the nursery regularly shares children's progress with parents and other providers. This encourages continuity of care and learning. Children's key carers encourage parents to look at and contribute to their child's learning journal. Discussion with parents indicate that they are extremely happy with the provision for their children. Parents state their children have settled extremely well following the move from one of the other management owned nurseries. They comment that they feel welcome, included and can see how well their children are progressing in their learning and development. Since opening, the nursery has worked closely with the local authority. They recognise and act upon advice and support provided. For example, changing and developing areas to develop children's imaginative play. Management show commitment to improving their practices. Recent recommendations raised at the owners other nurseries, such as fire evacuations and developing links with other providers, are already in place at this nursery. Management has commenced a more formal process to monitor and evaluate their practice, incorporating views of all staff and extending their systems to include parents and user views.

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

Children have access to various spacious rooms within this nursery environment. The walls brightly decorated with a range of posters and various art and craft activities. Children are cared for in rooms according to their age and abilities. Good support provided by caring key staff enables children to feel safe and secure. Staff respect and positively respond to children's individual needs. For example, allowing children to keep their coat on until they eventually feel secure enough to take it off.

Staff are attentive to younger children's needs and are aware of their individual routines. For example, knowing when children need their nap and respecting parent's requests to alter children's sleeping patterns. Daily forms are completed

and shared with parents. These include relevant information about their child's day including activities that their child experiences. Younger children have ample space to move around the nursery as they explore. They confidently crawl or toddle, between the dedicated rooms to resources and items of interest. Younger children enjoy using equipment, developing their coordination. For example as they post shapes into the sorter, push balls through containers or build towers, using blocks. Children respond to sound as they use push button equipment, shakers and musical instruments. Staff encourage younger children's communication skills as they chat and mimic sounds.

The over two year olds have access to numerous rooms as they play, the well organised environment provides an interesting range of activities and playthings for children to freely make choices in their play. Staff encourage children's imaginative play through good use of an area between rooms. The dedicated role-play area has recently changed from a doctor's surgery to 'a shop'. The range of resources and playthings help children to understand and recognise numbers and provide opportunities to develop their early writing skills as they devise shopping lists. Throughout the nursery, children experience different materials and textures, such as, sand, water and dough. Staff provide an inclusive environment, activities are organised to enable all children to take part. For example, recipes sought for cooking activities do not include ingredients, which are known to cause an allergic reaction to specific children.

The recordings of observations identify the next steps in children's learning and development. Key staff plan activities around individual children's interests to develop children's progress effectively. Most activities are well organised, however, the organisation of the large cooking group activity means that some children do not retain sufficient interest.

All children benefit from regular opportunities to play outside. They readily explore the outdoor areas, playing in the tepee, sitting around the 'log fire' using logs to develop balancing, sharing songs and ideas for games. They develop independent skills and show a sense of responsibility. For example caring for the rabbits, feeding them and chatting to them as they approach the secure netting. Children learn about their local and wider community through various experiences such as visits to local working farm. Activities and routines help to promote children's understanding of health and hygiene, such as appropriate times to wash their hands, younger children occasionally require a gentle reminder.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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