

Clarendon Nursery

Inspection report for early years provision

Unique reference number	EY435216
Inspection date	22/06/2012
Inspector	Frank Kelly

Setting address	Garston Old Road, Liverpool, L19 9AF
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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).

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Description of the setting

Clarendon Nursery was registered in 2011. It operates from premises in the Garston area of Liverpool. The nursery is owned and managed by an individual and applies a Montessori approach. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 39 children at any one time. There are currently 19 children attending. The nursery provides funded early education for three- and four-year-olds.

The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications to at least level 2. One member of staff holds Early Years Practitioner Status and two members of staff hold Early Years degrees. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The effective use of toys and resources creates a stimulating and welcoming environment for the children. Staff's enthusiasm and the recently introduced assessment systems support children to make sound progress in their development. The daily routines and the general organisation of the premises promote the children's safety and well-being. However, the lack of self-evaluation and effective management monitoring systems implemented by the provider means that arrangements for the safeguarding of children are compromised. A number of regulatory requirements are not being met with consistency and the provider has failed to notify Ofsted of a significant event. The general systems for the engagement of parents and other services, in place, mean that children's individual needs are known and met.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain necessary information from parents in advance of a child being admitted to the provision. In this instance, written permission for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 22/06/2012

- implement an effective policy on administering medicines. In this instance, that prior written permission for each and every medicine is obtained from parents before any medication is administered (Promoting good health) 22/06/2012
- obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect of every person aged 16 or over who works directly with the children. In this instance, do not allow people whose suitability has not been checked to have unsupervised contact with the children who are being cared for (Suitable people) 22/06/2012
- ensure that records to assess suitability are held for every member of staff. In this instance, that the unique reference number of CRB disclosures and the date on which they were obtained is retained (Suitable people) 22/06/2012
- provide an action plan which identifies how effective systems to ensure that the individual needs of all the children are met. In this instance, the arrangements for the organisation and the management monitoring of plans for improvement (Organisation). 22/06/2012

To improve the early years provision the registered person should:

- develop the planning and assessment systems and continue to review progress regularly and develop how parents may contribute to this.

The effectiveness of leadership and management of the early years provision

The provider has taken some steps to safeguard and promote the welfare of the children. For example, the policies and procedures for reporting concerns about the welfare of children fully reflect the requirements of the Local Children's Safeguarding Board. The provider has ensured that staff are familiar with these procedures and is seeking additional training opportunities to build on and consolidate staffs' knowledge further. There is a recruitment and selection process which includes the checking of identity, relevant qualifications and references. Staff are required to submit an application for the completion of a full Criminal Records Bureau check. However, for some of the staff, this check remains incomplete. VFor example, where the provider has accepted the portability of previous checks she has failed to ensure that the relevant details of checks, such as the number and date of issue, have been retained. Consequently, the effectiveness of the safeguarding of the children is compromised by the lack of rigour of the implementation and completion of such checks. These inconsistencies and omissions result in breaches of regulatory duties and the provider is required to take immediate action to address them.

On a day-to-day basis, staff take appropriate steps to protect children and prevent accidents. For example, they undertake regular risk assessment and checks of the

environment throughout the day. The children are well supervised and the premises are kept very secure. Staff use electronic monitoring systems to regulate who they allow access into the premises. A systematic check of the garden and outdoor play areas is regularly undertaken. Safety features, such as guards to doors, prevent children trapping their fingers and the fire evacuation procedure is practised regularly. This helps children gain an awareness of what to do in an emergency. The premises are clean and staff follow good hygiene procedures to minimise the risk of spreading infection. Good quality equipment has been sourced to promote the children's comfort and safety. It is deployed thoughtfully to allow children to make independent choices. Welcome messages in various scripts contribute to an inclusive feel. Children learn about diversity by accessing the multicultural toys, books and wall displays, such as maps and words in different languages, for example, French and Spanish.

The provider is aware of the impact of not having a more rigorous and effective self-evaluation and staff monitoring system, on the overall provision. Recent changes to the staff team have resulted in the start of a more planned programme for improvement. However, this revision of current practices has resulted in the provider failing to notify Ofsted of a significant event. In this instance, information about a change to the person who is managing the early years' provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. In addition, all the required policies and procedures put in place at registration have not been monitored with rigour to ensure that they have been implemented with sufficient consistency to ensure that they continue to meet regulatory requirements. For example, the systems for recording and implementing the administration of medication are detailed. However, they are not consistently applied by the staff. In some cases written consent for the administration of specific medication, has not been obtained prior to being given to a child. Other regulatory consents, such as that for the seeking of any necessary emergency medical advice or treatment in the future, lacks clarity as to what is being sought. For example, for some children the consents form has either not been obtained or cannot be located. These are also regulatory requirements and the provider is required to take the necessary and immediate action to address this.

In contrast, staff actively promote the engagement of parents as they are very welcoming, greeting adults and children with a smile. This, along with displays and other printed information, is fostering the partnerships with parents. On a daily basis, warm and friendly interactions take place where parents and staff share information about the children. A written daily diary is in place for the younger children. However, systems for sharing information about children's learning have been identified but not yet implemented in practice. The provision and systems in place for supporting children who have special educational needs or require additional support are in place and reflect appropriate inter-agency working. The staff are able to demonstrate actions they have put in place to ensure that children receive any additional support they may need.

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

The outcomes for children are threaded throughout the organisation and daily routines. Children's health is promoted, as well-practised hygiene routines means children are developing an understanding of keeping themselves free from infection. During circle-time staff encourage children to name and talk about their body parts and children are encouraged to be active throughout the day. For example, staff create an obstacle course where children balance on low-level boxes, jump down and scramble through the play tunnel. Babies are supported to stand and step, building their strength and balance. The children have regular use of the outdoor space where they can run, climb, dig and care for plants. Babies enjoy being cuddled and nursed and children are provided with regular snacks and meals. These include fresh fruit and vegetables. The staff have a pleasant and approachable manner which means children are relaxed and at ease. However, this is compromised by the organisational issues and creates a false sense of security for the overall outcome of ensuring children stay safe. Children are developing good social skills and learning to be tolerant and aware of each other's needs. For example, staff encourage the children to share the tools when playing in the sand. They talk with and praise the children for not talking over each other during group activities. Children are being supported to gain a sense of keeping themselves and others safe as they are encouraged to help to tidy up and to be careful with equipment.

Children's learning and development is promoted soundly at this setting. The staff have organised the resources to actively encourage investigative and self-exploratory play. Consequently, the children from the youngest age are busy and engaged in their play. For example, babies investigate a range of activity toys pushing and sliding buttons. They delight in the praise they receive from the staff. Toddlers eagerly problem solve as they fit the tools in the musical tool box. They confidently seek adults in their play. Older children enjoy their role play and enjoy fitting puzzles. Adults intersperse free play opportunities with a range of adult-led activities, such as colour recognition or counting the circles on the caterpillar. A daily routine includes regular story-telling and singing of songs, such as 'Five little ducks'. A revised system for activity planning has been introduced which supports staff to observe and plan for the children's next steps of learning. However, this is still in the very early stages and it has not been operating sufficiently long enough to be securely embedded in practice. Nor is there a system for regularly reviewing the children's progress. That said, the freedom afforded children to explore making marks with pens and in the sand, count regularly and use and play with toys that represent technology, means that children are soundly developing skills for the future.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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