

# Claire's Newport Nursery

Newport Nursery, 3 Trafalgar Lawn, BARNSTAPLE, Devon, EX32 9BD

## Inspection date

09/10/2012

Previous inspection date

16/02/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff have effective partnerships with others, in order to support children with additional needs. They have a clear awareness of children's individual requirements and a caring approach.
- Staff have made good progress in the implementation of the two-year summary check, in line with the revised Early Years Foundation Stage framework.
- Suitable observation and assessment procedures are in place. Staff provide age-appropriate activities and play opportunities for most children that help them make satisfactory progress.
- Welfare requirements are securely met, which means that staff promote children's health, safety and well-being.

### It is not yet good because

- The organisation of children aged over two years, routines, activities and deployment of staff impacts on the quality of teaching and learning. Staff are not consistently able to engage and motivate children to extend their learning in all areas.
- There is a suitable key person system, although this does not fully minimise the number of carers for babies to promote consistent care.
- There are some opportunities for parents to contribute to children's records of progress and to be involved in their learning, although there are inconsistencies in practice.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector undertook observations in each of the age-groups, including additional joint observations with the manager.
- The inspector had discussions with the provider, manager, staff and parents.
- The inspector scrutinised records and documentation, policies and procedures, and a selection of children's development records.
- The inspector had an introductory briefing, mid-way meeting and feedback session with the provider and manager.

## Inspector

Julie Wright

## Full Report

### Information about the setting

Claire's Newport Nursery is one of five in a privately owned chain. It opened in 2008 and operates from a converted Victorian property in a residential area of Barnstaple. Children are accommodated in different age groups, in rooms on three floors of the building. The premises are accessed via a short flight of stone steps. There is a small, enclosed outdoor

play area. The nursery is open each weekday from 7am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Care is available to children aged from birth to 10 years. There are currently 242 children on roll, 212 of whom are in the early years age range. The nursery is in receipt of early education funding for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. There are 24 staff employed to work with the children, 20 of whom hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- Review the organisation of children's groups (aged over 2 years), activities and staff deployment to ensure that children benefit from effective support in all areas of their learning and development.

#### **To further improve the quality of the early years provision the provider should:**

- Improve the key person system to minimise the number of carers for babies and to promote consistent care.
- Provide opportunities for all parents to contribute to their children's record of learning and develop the activities to promote shared learning at home.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Since the last inspection, staff have continued to develop their observation and assessment procedures. They are making appropriate amendments to reflect the revised areas of learning. A clear and effective procedure is in place in respect of the summary check for two-year olds. Staff have a secure awareness of how children learn through play and use Development Matters to monitor progress. They plan for children's next steps and provide a suitable programme of activities. Staff show children's development records to parents, although not all have opportunities to contribute. They provide newsletters with relevant information about children's activities and events. Some children visit the library and can take books home, although other activities to promote shared learning at home are limited. Children are cared for in three areas according to their ages. There is a

suitable key person system in respect of record keeping, although this does not limit the number of carers. For example, all staff share the care of babies at feeding and changing times, which does not fully promote consistent care. The main baby room is bright and welcoming and provides a pleasant environment. This contributes to babies being content and comfortable. Staff are conscientious about safety and closely supervise activities. They make frequent checks on sleeping babies and record their observations. Babies use a good range of materials and all their senses as they learn about the world around them. For example, they play with dried pasta and spoons, which they stir and tap, creating movement and sounds. They feel sticky glue and daub with paint during creative play. Throughout the nursery, staff record daily information for parents. This includes details about children's activities, routines and food intake.

Children aged two to three years rotate in groups around the play areas. The physical room includes a ball pool and slide, with space for children to engage in active play, for example, they run around or play with large foam puzzle pieces on the floor. Staff organise rooms for specific activities, for example, construction, imaginative and creative play. Children move around at set times and therefore have opportunities to use all resources available, which link to the areas of learning. However, staff do not always vary resources in the rooms between the morning and afternoon. For example, the floor puzzles are not changed, which means that children who attend all day have some limitations in the variety of play opportunities. On the ground floor the three and four year olds are cared for, who also spend time in each of the rooms available. They rotate as three groups, each with a member of staff. At set times during the day they divide to become two larger groups whilst staff undertake other tasks. As an example, when they have to prepare for lunch or supervise the bathroom. Staff manage the groupings of children reasonably well, although sometimes children have to wait unoccupied for several minutes. For example, children queue to wash their hands and then return to the playroom, where they sit quietly and wait for everyone to come back, which is not stimulating. In theory staff work within the specified ratios of one adult to eight children, however, in practice their deployment sometimes means that one adult has more than eight children in a group. This is not always conducive to effective learning, for instance, where children have differing abilities and concentration skills. Staff plan some activities and also provide 'free-play' opportunities for children. This means that children can make choices in their particular interests. However, with one member of staff present they do not always benefit from interactions to extend and challenge learning. As an example, a group of children choose sit at the 'cutting' table to use scissors. Most are able to snip by themselves, but not all engage in the activity, for example, without adult support, one child sits unoccupied. Children play happily in sand and water, but with minimal adult attention, there are missed opportunities to promote mathematical understanding, for example, to learn about capacity and quantity. Effective transitional arrangements are in place throughout the nursery. Toddlers and children visit other rooms in preparation for moving, which promotes security and means that children settle well. Staff also have good links with schools and share relevant information about children. For example, they complete 'transition forms', which provides an initial assessment of children's welfare and progress for school staff.

### **The contribution of the early years provision to the well-being of children**

Staff implement an effective settling-in procedure for parents and children. They promote positive relationships, which means that children arrive happily and enjoy being at the nursery. Staff are attentive to children who need more time to settle, as they comfort and reassure them. Staff act as positive role models and prompt children to have good manners. Children respond well to staff and understand the routines and expectations of behaviour. For example, they form an orderly queue to wash their hands and they are careful as they move around the building. Outdoor play is available at the premises for all children on a rota basis. They also use a grassed area to the front of building, with a boundary marked by cones. Children follow instructions well and understand where they can play safely. Staff plan activities to help children learn about staying safe. They invite visitors to the nursery so that children can learn about 'People who help us'. They learn to understand about the roles of others and being safe through age-appropriate activities. Children engage in role-play opportunities that enable them to recall learning. For example, children put on hats and tabards as they pretend to be from the fire or police service. They play 'house' and 'shop' in the imaginative play area, pushing dolls around in buggies and pretending to buy food, which demonstrates their developing imagination. Resources are mostly accessible in this area, although writing materials are not available to extend learning, for instance, so that children could make lists or menus. Children enjoy singing sessions where they move to music and tap out rhythms with sticks. Staff provide musical instruments for children to make sounds as they sit together in a group.

Children form friendships with one another and have warm relationships with staff. They behave well and learn to take turns and share as they play together. Staff help children to negotiate and staff manage behaviour in a positive way. Children's creative work and photographs of children engaged in activities are displayed, which promotes children's self-esteem. They are proud of their achievements and show pleasure as they receive reward stickers in recognition of good behaviour. Children make good progress in their physical development. Babies hold onto to their walkers as they begin to take tentative steps and become more mobile. Staff promote hand to eye coordination as they gently encourage babies to roll balls to and fro. Babies experience different materials and textures and look at things with interest. For example, they notice their own reflections in mirrors and smile as they shake rattles. Toddlers and pre-school children benefit from physical play, indoors and outside. They climb steps, use the slide with confidence and show a sense of their own abilities. Children use a range of tools and equipment during the day. For example, they thread buttons onto a lace, draw with crayons and paint with brushes and sponges. Children decide to paint their fingers and make prints on their paper, which shows their own creativity. Suitable arrangements are in place to meet the individual dietary requirements of children. They enjoy packed lunches from home or meals provided by the nursery. At lunchtime, children sit together at tables and socialise. Children like to help with tasks and take turns to give out bowls and cups. Children develop independent skills and learn to use age-appropriate cutlery with competence. They are willing to try different tastes and recognise when they have 'had enough'.

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

## provision

The provider has robust vetting and recruitment procedures in place to help ensure that suitable persons work with children. Staff have clear induction and appraisal systems, which help to monitor their ongoing suitability. The provider is currently developing supervision procedures, as outlined in the revised welfare requirements. Staff effectively implement their policies to promote and protect children's health, safety and welfare. For example, they are conscientious in their administration of medication. Staff carry out routine risk assessments and these enable them to identify potential hazards and take appropriate measures to minimise them. Staff have secure awareness of the Local Safeguarding Children Board procedures. They attend relevant child protection training to maintain up-to-date information. This promotes children's safety and welfare in the nursery. The provider and manager oversee the day-to-day running of the nursery. They work with the local authority to reflect on their provision and make suitable plans for ongoing improvement. Training programmes are in place to provide ongoing support and development to staff. However, self-evaluation is not sufficiently rigorous in identifying inconsistencies in the quality of teaching and learning for all children. Development records show that children make acceptable and consistent progress, given their starting points. However, the organisation in some areas means that not all children have sufficient challenge, which impacts on their learning potential. Learning objectives during group activities do not always take clear account of individual children. For example, staff do not instinctively encourage more able children to write their names on their pictures. There have been improvements since the last inspection recommendations, for example, in hygiene procedures, and in the assessment of children's progress. However, the recommendation for staff to 'respond appropriately to encourage and extend children's curiosity and learning through well organised routines', is not fully addressed. Therefore, a further recommendation is made with regard to organisation and children's learning. Staff have positive relationships with parents and provide a warm welcome. They have frequent discussions together about children's activities and well-being. Parent's views are sought with the use of questionnaires, for example, during a consultation about meals. At inspection, parents provide positive feedback about the care given. They speak well of the staff and describe their children's enjoyment. Staff work closely with others, such as health workers and language support services. Therefore, they form good partnerships, to support children with additional needs.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

Unique reference number	EY379933
Local authority	Devon
Inspection number	886483

<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	75
<b>Number of children on roll</b>	242
<b>Name of provider</b>	Claire Elizabeth Symons
<b>Date of previous inspection</b>	16/02/2009
<b>Telephone number</b>	01271346529

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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