

# Clifton-Upon-Teme Nursery Limited

The Village, Clifton Upon Teme, Worcestershire, WR6 6DH

<b>Inspection date</b>	10/12/2012
Previous inspection date	08/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	1
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		3
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

- Children feel happy and secure as the nursery has developed strong relationships with them and their parents.
- The behaviour of the children is good as the staff are good role models and provide them with clear guidelines to follow.
- Safeguarding procedures are robust and rigorous. This ensures that children are kept safe and secure at all times.

### It is not yet good because

- Staff do not have an up-to-date knowledge on the new Early Years Foundation Stage and this has a direct impact on the learning experiences that are planned for the children.
- The learning environment for the babies and toddlers does not provide them with regular access to physical play. This impacts on opportunities for children to develop their large muscle control.
- Managers have not developed an effective monitoring tool so weaknesses in the educational programme have not been clearly identified. This has resulted in planned experiences for the children not always supporting their developmental needs.

## 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 reviewed planning and assessment carried out by staff.
- The inspector observed practice in all three playrooms.
- The lunchtime routine was observed in the pre-school room, the toddler room and with the babies.
- The sleep routine was observed in the baby room.
- Snack time was observed in the toddler room.
- The inspector spoke to a number of parents.
- The inspector carried out a joint observation in the pre-school room.
- The inspector carried out interviews with both managers.

## Inspector

Jacqueline Hardie

## Full Report

### Information about the setting

Clifton-Upon-Teme Nursery Limited was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Clifton-Upon-Teme area of Worcestershire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 15 members of child care staff, 13 of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 40 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- implement the two-year-old progress check that reviews the child's progress and provide parents and carers with a short written summary of their child's development in the prime areas.
- develop the planning to ensure challenging learning experiences are consistently provided, taking into account the seven areas of learning, and clearly identify the next steps of learning for each child.

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

- develop opportunities for physical development for the under two's to ensure the successful development of their large muscles
- develop methods of reviewing and monitoring practice so that weaknesses are quickly identified, action is taken to address these and any training can be sought.

### Inspection judgements

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

Staff have implemented the Early Years Foundation Stage satisfactorily. However, not all staff fully understand the importance of the prime areas of learning and how these support children's development. This impacts on the planned learning experiences provided for the children, which can lack sufficient challenge. That said, children do make satisfactory progress despite this and the gaps in staff knowledge. Staff observe and assess the children but they have not yet extended this to ensure the required two-year-old progress check is undertaken. As a result, information is not routinely shared at this important stage of a child's development. In addition, staff are unable to clearly identify children whose progress is less than expected at this age or where additional support may be required. In other respects, the staff involve parents in their child's learning at nursery. Parent's evenings are held termly and some information about their child's progress and development is shared. The nursery also offers an open-door policy so parents can come and talk to staff at any time about their children.

Children have access to a range of resources that they independently access, which supports their decision-making skills. Their literacy skills are supported and this is consistent throughout the nursery. For example, they are beginning to make marks in the baby room as they use sponges to print on paper and in the toddler room they share a story. The children join in with the story and enjoy repeating the familiar text. In the pre-school room they are learning about Hanukkah and make candle holders out of clay. This supports the children's understanding of the world. The pre-school children have an opportunity to take part in a weekly forest school programme. This enables children to enjoy learning in the outdoors and supports key skills that children will need in the next stage of learning. However, children under two years old do not have enough opportunity for physical play to support their developing control and coordination. In addition, the learning environment does include equipment indoors that adequately supports this area of learning.

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

Staff are good role models for the children and give appropriate praise and encouragement. This ensures that children understand expected behaviour, rules and boundaries. Children have independent access to activities and resources, which enables them to make choices and initiate play independently. A key person system is in place and staff work closely with parents to ensure that they know children, their care needs and routines well. This helps children to feel happy and secure while they are at nursery. Children have formed warm relationships with all staff and are observed to be happy, settled and confident within the setting. Staff help develop their awareness of safe practices. For example, they regularly take part in fire evacuation drills. This develops their understanding of procedures to follow in the event of a fire.

Links with other providers are being established. For example, both managers are keen to work closely with the reception teacher from the local primary school. They are beginning to establish a programme of transition activities to ensure the pre-school children move

smoothly into school. Children are supported well when they move playrooms. The key person ensures the children are gradually introduced to their new room. This ensures children feel happy and secure.

Children are provided with healthy snacks and meals which help to support their growth and development. They confidently use their cutlery to feed themselves and to cut their own food and staff provide appropriate support when needed. Older children serve their own meals which helps to develop their self-help skills. Fresh drinking water is readily available throughout the day. Through regular routines, such as hand washing, the children are developing their self-care skills and are learning about good health practices.

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

Staff have a sound knowledge of how to keep children safe. There are robust procedures in place to recruit staff, and new nursery practitioners follow an effective induction method. This ensures they fully understand all policies for the nursery and their individual roles and responsibilities. The staff understand the welfare and safeguarding requirements and the learning and development requirements. This ensures that staff support the general well-being and development of the children in the nursery.

The nursery is jointly managed and the managers have only been in place since September. They have worked hard to establish an improvement plan. Strengths and weakness have been identified to help the nursery to continually improve but it is not yet embedded. This has meant that staff monitoring has not always been effective, which has had an impact on the quality of the educational programme. This means that children do not always receive the support they need to fully extend their learning and development.

The managers are currently working with external agencies in order to support children with special educational needs and/or disabilities. This helps them to draw on specific expertise to further support the development of the children. For example, there are a number of children with language delay and they are in the process of working with speech and language therapist to support their development.

Children's development is supported at home through the nursery as staff have developed good relationships with parents. A wide range of practical information is collected through the children's records at registration. A daily two-way sharing of information also keeps parents suitably informed of their children's routines. For example, daily exchange of information is shared, informing parents of activities children have been involved in and food they have eaten during the session. Parents have access to all policies and procedures, which informs them of the service provided.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	205279
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<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	854371
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Clifton Upon Teme Nursery Limited
<b>Date of previous inspection</b>	08/02/2010
<b>Telephone number</b>	01886 812380

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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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