

Barns Community Rooms

175 - 179 High Barns, ELY, Cambridgeshire, CB7 4RJ

Inspection date

Previous inspection date

14/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
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	2

The quality and standards of the early years provision

This provision is good

- Staff are skilled at forming strong, supportive relationships with children. As a consequence children feel secure, happy and confident at the nursery.
- Children have a good sense of belonging at the nursery. This is because their views are valued and taken into account in all aspects, including helping to select new members of staff.
- Children's learning is promoted well by skilled staff who have a high level of understanding of the Early Years Foundation Stage. They recognise the importance of working with children's interests and provide stimulating opportunities to promote learning through play.
- High quality planning, observation and assessment ensure that all children receive appropriate support to meet their needs and help them to make good progress towards the early learning goals.

It is not yet outstanding because

- There is scope to develop opportunities for children to grow plants, observe wildlife or experience other aspects of the natural world. Consequently, children's learning in this area is sometimes not fully supported, especially for those with a specific interest.

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.

Inspection activities

- The inspector observed activities in the main room and in the garden.
- The inspector held a meeting with the deputy manager, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took their views into account.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Clarence House Barns was registered in 2012. It operates from several rooms in Barns community rooms in Ely. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday all year round apart from a week at Christmas. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and currently there are 34 children on roll

within this age range. The nursery provides funded early education for two, three and four year old children. The nursery supports children with special educational needs and/or disabilities.

The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- develop the garden further so that it provides an interactive and inspirational space where children can investigate the natural world by providing areas where children can dig and grow plants, fruit and vegetables, providing chimes, streamers, windmills and bubbles to investigate the effects of the wind.

Inspection judgements

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

Children's enthusiasm for learning is well promoted by staff who interact skilfully with children and understand that they learn best through play. Staff provide a range of stimulating activities based on children's interests and as a consequence children are busy, inquisitive and active learners. For example, children ask to bath baby dolls in the water tray. They are supported well by experienced and thoughtful staff who extend children's learning by questioning and giving explanations about hot and cold water. This enhances children's understanding and helps to develop their levels of concentration.

Children's communication and language skills are fostered well by staff who understand the importance of children being able to convey their needs and preferences. Engaging conversations, especially at mealtimes, encourage children to share their news and be sociable with others. For example, one child informs the group of his new blue wellingtons and how he likes to splash in puddles wearing them. The subsequent discussion not only boosts children's self-esteem and confidence but also helps to develop good communication and listening skills. An environment rich in text and opportunities to practise early writing skills enhances children's early literacy skills. Notices, signs and displays all help children to understand that text carries meaning and fosters an interest in the written word. For example, children are fascinated in the alphabet display. They point at the letters and are delighted to name the pictures. Adult-led activities are effective in further supporting children's understanding of letters and sounds. This means children's

early reading skills are promoted well and they are supported in gaining skills for their future learning. Overall, opportunities for children to access activities across the seven areas of learning are good and staff ensure that all activities are both interesting and challenging for all children. However, there are fewer opportunities for children to explore and have first-hand experience of the natural world, for example, by growing plants or observing the weather. This means that, children's interest in this specific area is not always ignited and embraced.

Staff make regular observations of children's learning and assessments of children's activities and effectively record their positive progress and areas for development. Parents contribute to initial assessments of their children's abilities and development. Regular reports, daily discussions and parents evenings all ensure that they are fully informed about their child's development and how learning can be supported at home. These strong and positive working relationships mean that children's learning and development is well supported and they receive positive, happy experiences in their early years.

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

The key person system is highly effective in helping children to form strong bonds and attachments and settle quickly into nursery life. As a consequence children are very confident and independent in the setting. They also show good levels of independence in their personal care routines and are quite happy to ask staff for help or a cuddle if they need reassurance and comfort. Children quickly form strong friendships and demonstrate a caring attitude to others. For example, they promptly bring a chair to enable staff to join their activity. This means that children have a strong sense of belonging and feel secure. Staff are good role models and offer timely reminders about good manners and being kind to one another. This has a good effect and as a result children generally behave well. Effective strategies to support those children having difficulties in this area are planned, consistent and have highly beneficial results.

Staff provide an environment that is stimulating and overall, provides a good range of resources to support children well, specifically in the prime areas of learning. As a result children are able to make good progress in their learning and development. Children's safety is given high priority and staff in turn support children to have an understanding of how to keep themselves and others safe. For example, children ride bikes confidently yet take care not to bump into others. Visits from the local police officer further supports children's understanding of safety when out in the local community. Children make healthy choices at snack and mealtimes and together with frequent opportunities to enjoy physical activities in the garden, means that children are developing an understanding of healthy lifestyles. Staff have plans in place to support children's eventual move to nursery or school and these include sharing of information and visits to new settings. This means that all children have every opportunity to make smooth transitions in the future.

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

The leadership of the nursery is good. Staff have embraced self-evaluation and have clearly identified areas of strength and areas for development. Effective recruitment procedures are in place and ensure new staff are highly suitable for their role. Robust performance management systems are successful in maintaining good standards of practice amongst staff. Staff also attend training sessions to enhance their knowledge and skills and ensure that children's needs are fully met at the nursery. Educational programmes are scrutinised to ensure that children are experiencing a broad range of activities to help them make good progress towards the early learning goals. Staff monitor children's progress carefully and quickly identify those needing interventions to enable them to also make good progress. Where necessary staff work effectively with outside agencies and professionals to ensure that these children's needs are fully met.

Staff have a good understanding of safeguarding procedures. They know how to identify and report a concern they may have about a child in their care. Effective policies and procedures are in place to support their work and this means that children are as safe as possible at the nursery. Partnerships with parents are strong and contribute well to meeting all children's needs. Parents offer positive feedback about the progress their children make at the nursery especially in personal, social and emotional development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY451670
Local authority	Cambridgeshire
Inspection number	882211
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	34
Name of provider	Clarence House Day Nurseries Ltd
Date of previous inspection	Not applicable
Telephone number	01279 260176

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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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