

Cavendish House Private Nursery

Cavendish Court, South Parade, DONCASTER, South Yorkshire, DN1 2DJ

Inspection date	27/08/2013
Previous inspection date	20/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- There is a warm, welcoming and stimulating learning environment in which children are happy, secure and confident to express themselves.
- High regard is given to supporting children's language skills. Bilingual staff enhance this and children are supported well when using their home language in play and learning.
- Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs.
- Staff work well together and there is a strong commitment to improve the nursery provision through setting ambitious targets and action plans. Self-evaluation clearly shows how targets are prioritised and plans are well developed to drive continuous improvement.

It is not yet outstanding because

- There are limited opportunities for children to see low-level written words, pictures and words in other languages throughout the nursery and outdoors.
- The setting is not yet succeeding in encouraging all parents to successfully share their children's achievements at home which could impact on their progress.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held meetings with the deputy manager and other members of staff.
The inspector looked at children's development files, planning documentation,
- evidence of suitability of practitioners working in the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector observed children during their play and group activities indoors and outside, and at breakfast and lunch time.
- The inspector examined the children's development files to establish their progress in learning and held discussion with their key person.
- The inspector undertook a joint observation with the deputy manager.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Christine Walker

Full Report

Information about the setting

Cavendish House Private Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery which operates from a listed modified building in central Doncaster. The nursery serves a wide area and is accessible to all children. The children have access to four playrooms that are organised to accommodate children at different ages and stages of their development. There is a fully enclosed area for outdoor play.

The nursery employs 17 members of child care staff. Of these four hold a relevant early years degree and one of these is working towards her Early Years Professional Status. 11 other staff members hold a relevant childcare at level 3 and two staff hold a childcare qualification at level 2 and are working towards a level 3 qualification.

The nursery is open each weekday from 8am to 6pm all year round, except for Bank Holidays and a week between Christmas and New Year. Children attend for a variety of sessions. There are currently 82 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery follows guidelines from the Food Standards Agency and has been awarded 5 stars in a recent inspection. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- develop the children's learning environment by the inclusion of low level pictures and signs, including dual language words, throughout the nursery and outdoors

- develop ways of encouraging parents to share their children's learning and development at home.

Inspection judgements

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

Children are happy, confident and enjoy their time in this welcoming and friendly nursery. Staff are skilful practitioners who have a good knowledge of the seven areas of learning and how young children learn. Multilingual members of staff support children in their home language. Staff set out resources in interesting ways that promote children's curiosity and their desire to explore and investigate. For example, in the youngest children's room coloured ice cubes are added to the water tray and children collect them up and look at the different colours, then build a tower watching as they start to melt. Children enjoy attending the nursery because the staff provide a calm and stimulating learning environment which values the input of parents. All children make good progress towards the early learning goals. There is a balance of adult-led and child-led activities throughout the nursery. For example, circle time and story time are effectively led by adults. Children choose what they want to play with from the range of planned activities available and from the well laid out continuous play provision. For instance, they play in the home corner and make tea with real fruit and vegetables available alongside plastic food and dried pasta or make marks in salt provided in a tray.

Children's starting points are identified through information provided from parents on settling-in sessions. These are clearly identified on the initial entry assessment form, and through staff closely observing them when they first start. This is consolidated by observations undertaken during the first six weeks by the key person to ensure accuracy. This enables staff to clearly identify each child's level of ability, on which they continue to build. Ongoing observations are effectively used to monitor the progress children make. Staff use information they gain from the observations and assessments to identify individual next steps to develop personal play plans. These are tailored to the individual child and take into account their interests and next steps in learning and development. The progress check at age two includes parents and informs them about their child's development in the three prime areas of learning. It is used well to identify any gaps in learning at an early stage so that swift action can be taken if necessary.

Transition between rooms, as children progress, is smooth and greatly eased by the knowledgeable staff who gather information about individual children and use it well to provide a gradual introduction to the new room. Consequently, children are well supported and move seamlessly through the nursery. They enjoy a wide range of toys, resources and activities, which are used to support and promote their learning and development effectively. For example, children test out new ways of doing things as they explore the medium of paint. Older children paint with cotton buds and carefully design a treasure map whilst other children decide to make hand prints. This helps children to learn effectively as they try out their ideas, maintain focus and enjoy creating unique pictures. The staff are confident to allow children to explore the paint in their own way and to develop their own ideas. Staff celebrate children's new achievements, and praise and encouragement builds their self-esteem. For example, a toddler discovers they can crawl up the slide and walk down the steps and smiles as they receive encouragement and praise.

Children's communication and language is well promoted. They readily join in conversations and enjoy singing rhymes and sharing news. Children access a variety of books to help them develop their language skills and all children enjoy story and singing sessions. Older children sing the 'hello song' and choose a different language to say 'hello' in each day. The nursery uses a talking pen to help them communicate to children in their home language and this has been enhanced with the addition of interactive talking books in children's home languages. This successfully promotes children's awareness of equality and diversity. Staff learn key words in other languages to help children settle and promote their language skills. For example, a young child who is beginning to develop her language in English and Polish is supported by staff naming fruit in both languages, she smiles at the Polish words recognising them and responds, repeating the word in Polish. All rooms provide interesting high level displays and have some low level signs which include some pictures and words in English. However, there is scope to increase the range of low-level words, pictures and words in other languages throughout the nursery to further reflect the languages spoken by children at home. This will also further enable children to make connection between words and pictures. Children have daily access to the outdoors and enjoy rolling hoops, throwing rings onto cones and using the slide all of which help develop large muscles. Children also play with the sand, watching as the dry sand goes through the sand wheel, build with bricks and draw at the small table choosing for a selection of mark making equipment.

Children use their mathematical knowledge well during daily play activities when they talk about colours, shapes and sizes. Staff support children's counting skills during everyday activities. For example, toddlers are encouraged to count the fruit as they play in the home corner and older children count the number of cars in the garage. By the time they reach the pre-school room, children are confident to count independently during their play and count the number of aliens they have made. All children develop their understanding of technology to aid them in their future learning and development. This starts in the baby room with, for example, push-button toys which make musical sounds. Older children have access to a computer and a range of programmable toys and an interactive smart board.

Effective partnerships have been developed with parents. The multilingual members of staff are able to discuss and explain things to parents in their home language which enables them to make their views known and both the child and parent benefit from a dual language environment. Information is shared on a daily basis with them through discussions at the end of the day and daily feedback sheets. They also have access to their children's development records and are invited to parents meetings, thus ensuring continuity of care. Staff encourage them to be involved in their children's learning and to recognise the benefits of being actively engaged in their children's play. However, not all parents are currently sharing their children's progress, their interests at home or contributing to their child's development file which could mean that opportunities to extend their learning are missed.

Children who learn English as an additional language and children who have special educational needs and/or disabilities are well supported and good relationships with outside agencies enhance their development. As a result, all children are supported to

communicate and make their needs known, and are gaining the skills and confidence they need to be ready for the next stage in their learning or as they start school.

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

Children are forming warm and secure attachments with staff and each other. They are happy and engaged in their play. Children settle on arrival to the nursery because the staff are warm and welcoming. The key person system works effectively to ensure all children's care and learning needs are fully identified and met. For example, babies home routines are followed. As a result, children settle quickly because of the pertinent care given by the key person and other members of staff in their room. Children feel safe and start to become aware of others around them. Parents are kept up-to-date with their child's progress and care needs through daily discussions and a daily written information sheet. Parents are regularly informed about their child's progress, for example, details of the child's progress is shared with parents every 12 weeks at the start of the next personal play plan. Staff work closely with parents and teachers in preparing children to be ready for their move on to school. For example, children visit their new school or teachers visit the nursery to share information to help the children become familiar with their new surroundings and help them settle and be ready for their move on to school. The school is provided with up to date information and the child's development record to enable them to become familiar with the child's capabilities and interests. Children leaving the nursery to start school the following week, excitedly talk to the inspector about their new uniform and the name of their new teacher.

Children enjoy a range of visits into the local community and regularly visit the park and local playing fields to allow them to engage in energetic play. The nursery also visits the local museum. Older children recall a recent visit to the bowling alley with evident pleasure. The children's library is available to all and is well used. The behaviour of children is good. Children are praised for the smallest of achievements promoting their self-esteem. For example, staff smile and offer warm, soft tones in their voice with babies. Older children are praised when they share toys and take turns in activities by staff saying 'well done'. Children are confident and make independent choices in their play. This is because staff place toys and resources on the floor, in baskets and in and on low-level shelving and actively encourage children to choose what they want to play with. Outdoor play areas are used well which is incorporated into children's daily routine. This helps children enhance their physical skills and enjoy time outside in the fresh air while exercising. Children learn about taking risks as they engage in different experiences. For example, they jump off the steps leading into the play ground and know that they have to hold hands on outings. Children's independence is fostered very well throughout the day through every day activities, older children help themselves to snacks and serve themselves lunch carefully pouring drinks and scraping their own plates after eating. Young children find their own shoes and staff help them to put them on before going outside.

Staff are good role models, overseeing toileting activities and ensuring children wash their hands. They implement effective nappy changing procedures which prevents the spread of

infection. Staff enhance children's awareness about keeping healthy. They talk to the children about the importance of washing hands to wash away the germs so they do not become poorly. Children's individual dietary requirements are adhered to carefully. The cook consults with the manager and senior staff to ensure that alternative meals are provided with sensitivity. For example, on the day of the inspection vegetarians had soya mince and a child who disliked couscous had boiled potatoes. This means that individual children do not feel excluded in the meals they are provided with as discussed and agreed with parents. Overall, staff promote the good health of children and prevent the spread of infection. From a young age, children are learning about keeping safe. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the nursery quickly. Babies are strapped in low chairs when they eat food and older children learn to sit properly on chairs while playing at the tables or having their meals. Staff explain to children why it is important to help tidy away toys so that they do not fall over them and hurt themselves. This also helps children learn to take care of toys in the nursery. Babies are closely monitored while they are sleeping to ensure they remain safe. Children's work is displayed throughout the nursery making them feel valued and acknowledged. The corridors contain a wealth of information for parents which help all children and their families to have a sense of belonging.

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

The management team are highly focused on promoting quality in all aspects of the nursery. A strong drive for improvement and the evident embracing of quality from staff demonstrates that they are fully committed to providing the best possible start for children in their early years. The manager and staff team have a very good understanding of their responsibilities to safeguard children and promote their welfare. This is because they all have regular training in safeguarding and know when and how to seek advice and guidance. As a result, the staffs' knowledge is current and ensures children are effectively protected from harm. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. This all helps to ensure children's safety. The management team obtain external support for staff and parents when necessary to ensure that support and help is available. The management team follows an effective recruitment procedure to appoint people who are suitable to work with children. These include references, qualifications, induction supervisions and appraisal procedures, as well as Disclosure and Barring Service checks. In addition, a thorough induction procedure ensures that all adults have a secure knowledge of their roles and the nursery's policies and procedures. As a result, children receive a high level of care.

Good security systems are in place to ensure that no unauthorised person enters the nursery. For instance, parents use a finger print security system to gain access and entrance for other visitors is gained by intercom. Visitors are met at the door and their identity is checked. Visitors are signed in and out. External doors are kept locked and the fire alarm is tested weekly. All of this contributes to ensuring children's safety. Risk assessments are carried out on a regular basis and staff are well deployed to help keep children safe. Daily checks of the nursery and outside play areas further enhance

children's safety. The nursery has extensive robust policies and procedures which are available to parents and clearly understood by staff.

The management team demonstrate a secure knowledge of the learning and development requirements. They are making significant ongoing improvements to analyse the progress children are making across the nursery. As a result, the nursery is able to identify ways to improve practice for the benefit of the children. For example, the tracking of children revealed that some children, mainly boys, were at risk of developing poor social skills, this was addressed by the provision of outdoor activity boxes. They meet regularly to discuss the progress children are making and identify those who require interventions in their learning. This means gaps in learning are closing. The management team has high expectations for the setting, which is evident in their evaluation and action plans. The nursery's self-evaluation form is comprehensive and clearly outlines areas for development. The manager seeks the views of parents, staff and children as part of the self-evaluation process, and this is achieved through parent consultation, staff meetings and children's evaluations of their learning, via children's questionnaires which are completed by parents at home. The nursery has acted on previous recommendations, for example, real food is now available for the children to play with in the home corner and mark making equipment is readily available.

Those in charge ensure key persons make accurate judgements on children's progress, which has led to all children being well prepared for school. The nursery has also established firm links with other agencies, such as the local speech and language service, which they utilise when necessary. Recent improvements to children's development files, which will enable parents to take them home to look at in more depth, will enable parents to become more involved in their child's learning and development. The manager successfully monitors staff performance and their contributions to the nursery through regular team meetings and reviewing staff record keeping and appraisals. As a result, staff identify areas for development to help improve practice. All staff receive supervision, which provides a source of support, training and professional development. Training is seen as a priority and staff are supported to gain further relevant childcare qualifications. For example, the Deputy Manager is undertaking her Early Years Professional qualification and other members of staff are to start a level 4 qualification and two further members of staff have almost completed their level 3. This ensures all members of the staff become valued members of the team.

Effective partnerships are in place with parents. Parents receive good information about the nursery and there is a two-way approach to caring for children. At the inspection, parents spoke highly of the 'excellent staff' and 'really good activities' and the support provided by the nursery to individual families. The transition process when a child starts, between rooms and the confidence their children have when they leave to start school. The close partnership with parents enables the staff to meet the children's individual needs and maximise their learning.

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
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 action. 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	EY363745
Local authority	Doncaster
Inspection number	915231
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	82
Name of provider	Akeela Mohammed
Date of previous inspection	20/12/2011
Telephone number	01302 811 111

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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, which are usually the childminder's 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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