

Cranbrook Independent Nursery and Pre-School

Inspection report for early years provision

Unique reference number EY330799
Inspection date 18/09/2008
Inspector Teresa Elkington / Helen Penticost

Setting address Acorn Cottage, Antlands Lane West, Shipley Bridge,
HORLEY, Surrey, RH6 9TE
Telephone number 01293 785215
Email admin@cranbrooknursery.co.uk
Type of setting Childcare - Non-Domestic

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).

Description of the setting

Acorn Cottage has been registered under its current ownership since 2006. The nursery is part of the Cranbrook Independent Nursery and Pre school group, who also own a number of nurseries within Surrey and West Sussex. The nursery operates from a purpose-designed, detached house on the outskirts of Horley, Surrey. The nursery is registered for a total of 50 children aged 0 to five years of age. There are designated sleep areas and a fully enclosed garden available for outside play. The nursery is open, from Monday to Friday, throughout the year, from 07:00 to 19:00. This provision is registered on the Early Years Register.

There are currently 73 children aged from five months to three years, on roll. The nursery supports children with learning difficulties and/or disabilities and children who have English as an additional language.

A team of 10 staff work with the children. Of these, six hold recognised early years qualifications and one staff members is currently working towards a qualification.

Overall effectiveness of the early years provision

Children are cared for in a secure environment where staff are well deployed to meet the needs all of the children in their care. The nursery shows a positive commitment to improvement and have successfully highlighted areas of weakness. However, staff lack a thorough knowledge and understanding of the Early Years Foundation Stage and currently planning is not in place to support children's learning effectively. Daily routines and the promotion of children's independence are not always effective. There are clear systems in place for parents and carers to be enabled to take an active part in their child's development and become equal partners in their learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop regular systems for planning activities to ensure that children have a rich learning environment
- improve the opportunities available for children to develop their independence in all aspects of their daily routines
- ensure that all outdoor play equipment including the sandpit is hygienic and safe and that all floor coverings are clean and maintained
- increase staff knowledge and understanding across all areas of the Early Years Foundation Stage, so that they can effectively support children's learning and welfare

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that children have independent access to 25/09/2008

drinking water at all times

The leadership and management of the early years provision

The Cranbrook Independent Nursery and Pre-School Group is guided by clear policies and procedures, which covers the operations of nursery life. Staff have a clear understanding of how to apply these policies into practice and they are readily available to parents. All records and information relating to individual children are in place, well maintained and effectively stored to ensure confidentiality.

The nursery have recently experienced a high turn over of staff and suitability checks have been carried out, following the nurseries policy. Staff receive a clear induction. Levels of qualified staff are good and systems are in place to develop current knowledge and skills through the appraisal system. However, some staff currently lack understanding of the Early Years Foundation Stage, therefore, children's development and progress is not always sufficiently supported. Staff are well deployed. Within the older age group the nursery have recently divided learning into zones which provide children with a variety of experiences.

The manager has a clear vision for the future and has begun to assess the nursery as a whole, however, the lack of self evaluation has impacted on action being taken on the weaknesses identified. She works closely with other managers within the nursery chain to share good practice. At the previous inspection the nursery was requested to review the children's sleeping arrangements. Since then sleeping arrangements have been changed and improved.

The nursery shows a strong commitment to working in partnership with parents and carers. Procedures, such as, a key person system support new and established children coming into the nursery. Daily written and verbal communications take place, which are supported by a written assessment report being sent home every four months. Systems are being developed to provide links with other Early Years settings. There is an abundance of information available to parents throughout the nursery regarding topics, such as, the Early Years Foundation Stage and how the nursery are implementing their changes.

The quality and standards of the early years provision

All staff have a sound understanding of the importance of safeguarding children and are fully aware of signs and symptoms and the procedures to be followed in the event of a concern. Risk assessments are in place that cover most aspects of nursery life. However, safety issues surrounding the sand pit and the covering have not been identified. Also, systems for ensuring the cleanliness of toys and floor coverings are lacking.

Children's health is protected. Accidents and incidents are clearly recorded. Good measures are in place to protect children from the spread of infection, for example, through clear nappy changing routines. However, children are changed as part of

nursery routines which occasionally disturbs children from their play. Current arrangements for children to be able to visit the toilet are not completely satisfactory, which does not encourage the independence of children.

Organisation within the nursery ensures that all areas are accessible to all children. Free flow system operates from indoors to outside for the older children. There is plenty of space for the babies to crawl around their base room safely. Space for personal belongings is available, however, the children have to share pegs with at least one other child. Therefore, children are unable to independently access their coats and bags.

Good provision is in place for the providing of meals, which are balanced and reflect children's individual dietary and religious needs. Mealtimes are a social occasion where children sit and eat together and where staff are on hand to encourage independent feeding. Children enjoy a rolling snack bar where they are encouraged to pour their own drinks and select from a range of healthy snacks. However, children and babies do not have independent access to drinking water at all times, as water is only available at meal and snack times.

Children and babies have opportunities to initiate their own play which is sufficiently supported by staff. However, learning is incidental due to a lack of planning and some staff's knowledge and understanding of how to promote the Early Years Foundation Stage. Observations and assessments are in place and in use for all children, however, the lack of planning for children's individual learning and development impacts on children's progress. Adults support children as they talk with them while they explore different textures, for example, when painting and using shaving foam. This allows children to express their thoughts, ideas and feelings.

Children enjoy using books, which are easily accessible to them. They sit and quietly look at pictures with some following the words with their finger. They take an active part in story times, they listen intently to the story unfolding. Children practise their mark making skills by having access to pencils and paper which are available both indoors and outdoors. Children enjoy using a varied range of both indoors and outdoor equipment to promote the use of their physical skills and show great excitement as they get ready to play in the garden. The development of the creative learning zone enables older children to experiment using a range of techniques and media.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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