

Claire's Newport Nursery

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

Inspection date

23/10/2013

Previous inspection date

09/10/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 have established strong partnerships to promote inclusive practices to further support children's well-being, learning and development.
- Staff effectively use story sessions to develop and encourage children's imagination and language.
- Children have lots of opportunities to explore the environment, make choices about their play and develop their skills to support their independence.
- Children are happy and content as staff provide an environment where they feel safe and secure.

It is not yet outstanding because

- The noise levels within the pre-school room at times is too loud to which distracts children from concentrating.
- There is a lack of consistency following some observations recorded in identifying next steps for some children.

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 observed activities in all areas used by the children in the nursery.
- The inspector had discussions with staff, parents and the owner.
- The inspector sampled a range of documents.

Inspector

Sara Frost

Full Report

Information about the setting

Claire's Newport Nursery is one of four 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 pre-school children have use of the ground floor rooms. The toddler's area is on the ground floor and the baby area is on the top level of the building. Both the toddler and babies areas are accessible via stairs. 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 6.30am to 7pm 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 12 years. There are currently 244 children on roll, 187 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-old. The nursery supports children with special educational needs and/or disabilities and children who are learning English is an additional language. There are 26 staff employed to work with the children, 21 of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- consider how to reduce noise levels within nursery environment to promote and aid children's concentration levels
- develop a consistent approach in relation to the use of observation sheets to identify next steps for all children.

Inspection judgements

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

Staff provide a wide range of interesting activities that they know will engage the children. As a result, children are able to make choices in their play. Staff are confident to encourage children's imaginative play. Posing questions such as 'what do you need to put out the fire?' 'How can we get the water there?' which extends children's thinking and problem solving skills. Staff provide under two-year-olds with opportunities to explore through use of touch to press buttons, post shapes or roll balls to each other. This also

helps to develop their physical skills. Staff encourage and engage with babies, for example, staff sit close by gently chatting and smiling as they gain eye contact. Staff share and acknowledge babies achievements as they learn to roll over. Children learn about cultures and festivals through organised planned activities. A recent trip to the owner's farm taught children about harvest festival, for example. In addition, children talk about how recently they 'made lights with clay' and in 'India they celebrate with fire works like here' as part of the Divali celebrations staff have included into their planning. Younger children enthusiastically enjoy dancing to Indian music. Staff effectively use activities to encourage and challenge children, for example by asking them to look at play dough figures, compare sizes and identify who is missing to complete the unit.

Staff encourage children to use their imagination well. Children's attention is held particularly well during a story session. Staff effectively involved children throughout the story for example, 'put on space suits' went 'space walking', asking them to describe what they saw. Staff provide children with access to books in all rooms, staff sit with younger children and share books together. Older children independently choose and look through books, happily 'reading' the story to themselves or sharing their choices with staff and enjoying the individual story sessions. This teaches children that print carried meaning and encourages an enjoyment of books. However, at times noise levels in the pre-school room means that some children cannot concentrate on the story being told.

Throughout the nursery there are good practices to assess, monitor and record children's progress, beginning with the 'All about me' form, which staff ask parents to complete. This form has recently been adapted to collect a balance of information around children's care routines as well as their current stage of development. Staff discuss with parents their child's day, including activities and routines, when collected. In addition the nursery holds 'parent days,' which provide further opportunities to share children's development. Parents are invited to share and contribute to their child's 'learning journals' and staff complete and share with parents the required progress check for children aged two years. However, there are some inconsistencies in the recording of children's next steps in some of the learning journals, with some not being completed as well as others by staff.

There is a good balance of organised and free flow play. Children in the pre-school areas, freely move between the rooms, providing them with much more choice in their chosen play. At times during the day staff organise key group activities which helps children to concentrate and focus on a specific area. For example, staff use messy play activities to develop children's physical skills and co-ordination in handling small tools, such as paint brushes, glue sticks and sequins.

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

Children, are happy and content in the nursery environment. This is because key staff know the children they are responsible for well. For example, they are ready and on hand to reassure their key children when strangers enter the room. Staff identify and in consultation with parent, decide when it is in the best interest for individual children to move up to the next area. As children move, clear plans are put in place to enable them to

feel secure as they progress through the nursery. For example, parents are informed of the move and when it is likely to happen, children go for short visits to the new rooms with key staff. This helps children become familiar with the room's resources and new staff.

Children gain a sense of security as the rooms and entrance areas are brightly decorated with plenty of photographs and displays of children's work and photographs. Staff teach children about healthy lifestyles through discussion in play and during snack and meals times. For example, staff talk with older children about digestion and the need to let our food settle whilst listening to a story. Staff encourage toddlers to look for two more carrots in their lunch to eat, as a way of encouraging them to try just a bit more, for example. As a result children continue to finish eating it all. Parents have the option for their child to have a cooked lunch offered by the nursery or to provide a packed lunch for their child. Cooked meals are prepared off site and brought to nursery each day. Children sit with staff in their dedicated rooms to eat meals and staff use this time to encourage younger children to feed themselves and talk with the children. This encourages children to develop their social skills and independence.

Children respond well to the consistent praise from staff and as a result, their behaviour is good. Staff teach children to share the resources. Staff use effective ways to help children understand and encourage sharing of resources fairly. For example, by collecting all the dough together, staff teach children that by breaking it up into smaller pieces 'all our friends can have a piece to play with'. Children play well together and make small friendship groups as a result. Children are helpful and show kindness towards each other. For example, they include their friends at nursery by sharing their seat to include them at the dough table.

Older children are taught to become independent in their personal care; they understand the need to wash their hands before sitting down to eat, with staff gently reminding younger children. Staff follow clear good practices should children become 'under the weather' contacting parents to inform them of the situation with their child. Up until August this year, children have regularly taken part in fire evacuations to make sure they know what to do in an emergency. The owner states she is waiting for the installation of the new fire systems throughout the building before undertaking with children.

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

Staff demonstrate they have a good understanding of welfare and learning requirements. The inspection took place following an incident reported to Ofsted raising concerns about staff supervision, children's safety and recording of accidents. At inspection, the owner was able to demonstrate that she has clear procedures with regards to recruitment of staff to ensure they are suitable to care for children. She take positive action to continues to ensure staff remain suitable to work in the nursery. She identifies any training needs through regular staff supervision and appraisals conducted by herself and her management team, as well as implementing appropriate and additional supervisory

support. The owner provides regular training for all staff to ensure they are secure in their knowledge of the nursery's procedures. As a result, staff are aware of their responsibilities in safeguarding children. There are clear practices in place to ensure only designated staff greet and seek identification of adults, prior to being allowed onto the premises. Management understand their responsibilities with regard to the legal requirements and take appropriate action. For example, they are fully aware of the requirement to notify Ofsted of significant events.

The owner has clear systems in place to ensure there are enough staff working directly with children in each room, with back up systems to maintain this practice in the event of a staff shortage. A record of children's attendance and any visitor's is maintained so it is clear who is in the building in the event of an emergency. Risk assessments are carried out regularly and as a result, daily safety checks are completed within the nursery both morning and afternoon by staff. Regular fire evacuations are conducted with the children to make sure they can get out of the building quickly and safely in the event of an emergency. Since the inspection took place a brand new fire system has been installed to further ensure children's safety.

Since the last inspection, the nursery has made various improvements to benefit the children. For example, staff have looked at how they deploy themselves and reorganised the structure of the day for the children. As a result, children spend less time 'queuing' and more time engaged at their chosen play. Staff have introduced 'parent information slips', to encourage parents to contribute to their child's learning journals. The owner and her management team demonstrate they are committed to making continuous improvement in the quality of care and learning for all children. For example, they act upon advice and guidance provided by the local authority and recommendations recently made at one of her other nurseries have been now implemented throughout all her nurseries.

Partnership with parents is very good. Staff support a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. The owner and her staff have established very good working partnerships to provide additional support and promote children's development. The designated special educational needs co-ordinator has formed good partnership with other professionals. They have developed good links with parents, carers, the local authority and support services to provide a consistent approach effectively and sensitively to meet children's individual needs.

The owner continually develops their ways of communication with parents and sharing of ideas. Parents receive regular information such as, discussions with parents when children are collected, daily diaries and sharing of learning journals. Parents state how supportive staff are for example, in providing suggestions to try with child at home. Staff have set up partnerships with other settings that children attend enabling both to fully share in children's progress and promote continuity of care.

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
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	EY379933
Local authority	Devon
Inspection number	914287
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	76
Number of children on roll	244
Name of provider	Claire Elizabeth Symons
Date of previous inspection	09/10/2012
Telephone number	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, 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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