

Charlton Nursery

49 Charlton Drive,, Wraxall, Bristol, BS48 1PF

Inspection date	27/11/2013
Previous inspection date	25/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enthusiastic and provide good role models encouraging children to be involved through their own interests, which motivates children to learn.
- The management team constantly evaluate the provision and review procedures, to ensure continuous improvement and help keep children safe.
- Staff have good partnerships with parents. They share extensive information to involve parents in their child's learning and to meet children's care needs.
- Children learn through a good range of stimulating first hand experiences and exploration of the wide range of resources.

It is not yet outstanding because

- The key person does not always carry out all intimate care of children to support their well-being fully.
- Staff do not use all experiences for children to solve problems to extend their critical thinking.

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.

Inspection activities

- The inspector observed activities in all four playrooms and the outside area.
- The inspector held a meeting with the manager and the registered person, and checked staff suitability.
- The inspector spoke to parents, staff and children present at the inspection.
- The inspector carried out a joint observation with the manager of a planned activity.
- Inspector sampled documentation, including policies and procedures, children's assessments and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Charlton Nursery registered in 2004 and is a privately run nursery. It is situated in the grounds of The Downs School, Wraxall, North Somerset. The nursery operates from a detached building within two and a half acres of land. Children use three playrooms arranged over two floors in the main building, and there is a separate, single-storey pre-school unit. There is a small step at the front of the building and access by ramps at the rear. There is no lift. The nursery benefits from a large, secure outside play area, which includes play and climbing structures. The nursery is registered on the Early Years Register. There are currently 140 children on roll in the early years age range. The nursery receives funding to provide free early education for children aged three and four years. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery opens each weekday from 7.30am to 6.30pm, for 51 weeks per year. There are 23 members of staff, five of whom hold an early years qualification at level 5, three staff have a qualification at level 4 and 12 staff at level 3. Two staff are working towards a childcare qualification at level 3. In addition, they employ a finance officer, cleaners and cooks. The nursery works closely with the school in whose grounds they are situated and children have access to some of the school facilities.

What the setting needs to do to improve further

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

- review the routines for nappy changing to enable the key person or buddy to carry out personal care to promote children's well-being fully.

- extend staff awareness of helping children to notice problems and work out solutions to promote their critical thinking further

Inspection judgements

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

Staff have a good awareness of how children learn. They make good, regular observations and use them well to plan for children's future development. Staff plan around children's interests and extend child-initiated learning, which motivates children to learn. For example, a baby explores foam on a mirror because they love tactile experiences and staff notice their recent interest in their reflection. The baby uses large movements; notices the marks they leave behind and recognises their own features. Parents comment that staff give them good information on their child's development, next stages of learning and ways of supporting their children at home. 'George Bear' goes home with a diary for children

and parents to complete together and for the child to talk about their adventures with the other children. Staff encourage parents to contribute to children's development by providing information on their own observations at home. This good exchange of information supports staff in having a good knowledge of each child's development and ensures children make good progress.

Staff prepare children well for their next stage of learning by providing effective support in their key areas of development. Parents comment very positively on how staff support their children in gaining confidence and independence in readiness for school. Children's development in language and communication is particularly strong. Staff respond well to young children, listening to what they are saying and extending their vocabulary. Staff encourage children to work together and be independent. For example, two children carry a box of toys outside, manoeuvring passed obstacles. Staff follow children's lead and show enthusiasm so that other children want to join in, for example when they suggest hide and seek. This promotes children's physical development as well as their ability to negotiate and play in a group, understand rules, take turns and count. However, staff do not use all opportunities to encourage children to think of solutions to problems. For example, when children pour water in a container staff tell children there must be a hole and put their finger over it. Toddlers excitedly propel themselves around on the balance bike, displaying control and coordination. Inside they confidently climb on soft play equipment. Staff remain close to babies and encourage their involvement. As a result, they become confident to explore new situations. Staff use visual aids to support children's learning, such as holding up their fingers to show how many represent the number two. Staff provide good support so that children learn new skills through first-hand experiences, such as putting on their shoes or learning to write their name.

Staff join in with children's games, which extends and sustains children's learning. For example, a member of staff takes on the role of a teddy bear, as a toddler makes them tea. They engage in conversations and invite others to join them, promoting children's physical, personal, social and emotional development, as well as their language and communication skills. Some staff are skilful at using daily routines to promote learning. For example, at snack time older children discuss and name unusual fruits. When children are not sure staff give prompts such as sounding the first letter of its name. When they cut the fruit children develop good mathematical language and understanding. For example, staff ask how many pieces they have if they cut an apple in half and then in quarters, and how many apples they have if they put the pieces together again. Children enjoy reflecting on their own learning. Staff keep photographic reminders and children discuss how they hatched caterpillars, or how they learnt to play rugby. Staff provide good support for children learning English as an additional language. They invite parents in to support them in celebrating every child's culture. Consequently, all children feel valued and enjoy their learning.

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

The good key person system supports children well in forming secure attachments with staff and supports children's well-being overall. Parents provide good information so that

staff can meet children's care needs, which they regularly update. Children sleep according to their individual needs and parents' wishes. However, staff take it in turns to regularly change children's nappies. Having different people carry out their personal care does not fully support their well-being. Good, effective systems support children in changing rooms or moving on to school. Children visit with their key person, to enable children to explore their new surroundings and bond with their new key person. This is particularly important when they move from the baby room to the much larger toddler room. As a result, young children happily explore their environment returning to their special person for comfort or reassurance. Parents comment very positively on how sensitively the staff handle their children's move between rooms and make changes according to their needs. Children generally behave well. Staff intervene sensitively when children squabble over toys. They encourage children to think about how others may feel and use distraction with the youngest children.

Children learn through a good range of stimulating first hand experiences and exploration of the wide range of resources, which help to challenge their development. Staff label the containers with large pictures so that all children can see where to find equipment. This enables them to be independent learners. The baby and toddler rooms provide a spacious comfortable area with large settees for children to feel more at home. Children of all ages have daily activities in the garden and learn to dress appropriately for the weather. They use natural resources, such as the bushes as dens and the leaves as a bonfire. The management deploy staff effectively to keep children safe and meet their individual needs. Staff move themselves to where they notice children are showing an interest in an activity. They maintain good ratios and each room has a team leader who takes daily responsibility for the efficient management of daily routines and supervision. The pre-school unit have free-flow into the garden and staff inform each other of how many children are in each area.

Staff encourage children to demonstrate a good awareness of keeping safe and healthy, through their play and routines. Staff make good use of impromptu situations to extend children's awareness of keeping safe. For example, when a ball goes into an area of the garden they have roped off for development, they explain to children why they must get an adult to retrieve it. Staff pose questions, such as 'do we eat off the table?' so that children understand about hygiene and social practices. Staff ask children about their heart, as they play with the doctor set. Toddlers stand on a step to reach the sink, then independently use the soap dispenser, wash their hands and dry them under supervision. Staff follow good hygienic practices when changing nappies to protect children's health. Children enjoy fresh cooked nutritional meals and snacks, and have regular drinks of water.

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

The management team have a good awareness of their responsibilities in meeting the safeguarding and welfare requirements. Staff carry out daily checks of all areas of the premises and provide good supervision, while promoting children's independence. The

inspection took place following a notification from an outside agency that staff had left a child unsupervised in the garden for a few minutes before a member of staff noticed them. The inspection found that staff are fully aware of their responsibilities and informed the parent of the incident in the garden. Following the incident, the management team carried out a review and took all necessary steps to eliminate the risk of it happening again. They now take registers out into the garden and senior staff take responsibility for ensuring all parents sign their children in. In addition, they deploy staff throughout all areas of the garden and check everywhere before going inside. Following an incident where a child fell on the stairs while in the care of their parent, the management took immediate action, changing the gate and putting up red signs to alert parents to the dangers of not closing it. They also sent out an email and reminded parents again in the newsletter. Staff take the children downstairs two at a time under close supervision, to keep them safe while promoting their physical development. The management make robust checks on staff to help ensure their suitability and provide an extensive induction programme, so that the staff understand their roles and responsibilities. Staff have a good understanding of the safeguarding policies and procedures. All required documentation is in place for the efficient running of the nursery.

Partnership with parents is good. Parents comment very positively on the good communication, particularly the daily discussions on their child's care with their key person. They state that the key person knows their child well and meet their individual needs successfully, such as particular dietary requirements. The home learning coordinator has introduced an information board for parents. This includes information on different subjects such as language and communication, suggesting reading, singing, rhyming, and visiting the library for example. Staff seek good information from other providers when children go to more than one provision. They work together where appropriate and in conjunction with parents, to complete the progress check for two-year-old children. Staff follow recommendations from outside agencies to support children with special educational needs and/or disabilities well. The management take any concerns by parents very seriously. They investigate and feedback within the required timescale and use the office for confidential discussions.

The management and senior team have a good understanding of their responsibilities to meet the learning and development requirements. They have effective systems to monitor children's development and identify any additional support children need to reach their full potential. The management constantly reflect on practice and recognise individual staff strengths. They designate roles according to these strengths to support all staff and benefit the children. The nursery improvement plan shows good actions for development, such as sending disposable cameras home so that parents can get more involved in monitoring children's development. All staff receive regular supervision and appraisals to identify their strengths and personal development. Because of recent training, the manager has asked staff and parents to comment on what they understand by the term 'teach'. The manager will collate the results along with the 'children's voice' and use photographs to provide examples. Staff carry out peer observations to discuss best practice and learn from each others experience. The management use staff meetings to seek further ways of improving and ensure consistency. They sometimes have guest speakers to extend their knowledge through the expertise of other professionals, on subjects such as equal opportunities, for example. This helps to ensure continuous

improvement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY284059
Local authority	North Somerset
Inspection number	928429
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	83
Number of children on roll	140
Name of provider	Charlton Nursery Ltd
Date of previous inspection	25/11/2008
Telephone number	01275 810 304

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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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