

Clarendon Nursery

Garston Old Road, LIVERPOOL, L19 9AF

Inspection date	19/02/2014
Previous inspection date	03/01/2013

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

- Good teaching strategies are in place, which means that all children make good progress relative to their starting points.
- A strong key person system means that staff know the children very well, therefore children are emotionally well prepared for learning.
- There are good partnerships with parents, local schools and other professionals, this means that all children are well prepared for their next stage in learning.
- The manager has a good understanding of the Early Years Foundation Stage requirements, which means that children's learning needs are met and they are kept safe.

It is not yet outstanding because

- There is scope to enhance opportunities for children to develop their imagination, through the use of more natural and open-ended resources in the outdoor play area.
- There is scope to reconsider the positioning of the displays, to ensure that children have maximum opportunities to enhance and consolidate their learning even further.

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 checked all relevant documentation and scrutinised requested policies and procedures including those for safeguarding and recruitment of staff.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of staffs' suitability to work with children, the provider's self-evaluation and action plans.
- The inspector carried out a joint observation with the nursery manager.
- The inspector took into account the views of parents spoken to on the day and from written comments.

Inspector

Lynnette Kobus

Full report

Information about the setting

Clarendon Nursery was registered in 2011 on the Early Years Register. It operates from premises in the Garston area of Liverpool. The nursery is owned and managed by an individual and applies a Montessori approach. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 21 children attending. The nursery provides funded early education for three- and four-year-olds. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or level 3 and the manager holds a level 4 qualification. The nursery receives support from the local authority. The nursery supports children who have special educational needs and/or disabilities and children who have English as an additional language.

What the setting needs to do to improve further

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

- enhance the opportunities for children to develop their imagination in the outdoor play area through the use of more natural and open-ended resources
- reconsider the positioning of the displays, to ensure that children have maximum opportunities to enhance and consolidate their learning even further.

Inspection judgements

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

Teaching is good and all practitioners match play activities to children's individual interests. As a result, children are well motivated to learn. High quality training such as 'Tots Talk' has had a positive impact on children's development in the areas of learning for communication and language and personal, social and emotional development. This ensures that all children make good progress in these areas of learning and development. Furthermore, strong links with parents, who fully contribute towards learning activities, mean that children are well prepared for school and their next stage of learning.

Every child has an individual profile and a record of learning that identifies children's progress. Parents contribute to learning booklets that are sent home on a regular basis as a communication tool and practitioners plan activities based on information from parents

and share ideas from the setting to promote learning opportunities at home. As a result, very good relationships with parents are actively contributing to children's learning and progression.

Children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, using a range of multi-sensory materials, some children enjoy making 'glittery mud pies'. Outdoors, children use tools for planting and digging up vegetables. Children use mark-making materials indoors and outdoors, as they practice writing their names or 'painting' the walls, using large brushes and water. Children climb and balance, designing their own obstacle courses, challenging themselves, to jump higher or move faster, always supported by practitioners who know when to intervene and when to let children attempt physical challenges independently. As a result, they develop their physical skills effectively. However, there is scope to enhance the outdoor learning environment by the use of more natural, open-ended resources, to further stimulate children's imagination through role play activities. Children develop their knowledge of information and communication technology and competently use technology appropriate to their stage of development. For example, they use toys which switch on and off, computers to retrieve information and software programmes which link to all areas of learning in the Early Years Foundation Stage.

Practitioners join in children's play, role modelling and extending their vocabulary, appropriate to children's stage of development. This means that children are learning to develop their language and thinking skills. Children develop their communication skills further as they show an interest in familiar sounds. The setting supports children who speak English as an additional language. For example, practitioners encourage children to repeat familiar words and give opportunities for children to speak and listen in their own language in order to participate fully. A range of multi-cultural resources positively promote respect for all cultures. Children have recently enjoyed learning about the Chinese New Year celebrations and learning some Chinese language, through rhymes, song and expressive arts. Children read and write as appropriate for their stage of development and they particularly enjoy story time, with staff who engage children's interests very well. For example, the children enjoy acting out one of their favourite stories, with practitioners who join in and sustain children's thinking skills by following their interests. Therefore, children are highly motivated to learn and consistently display the characteristics of effective learning.

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

Practitioners support children to feel secure and comfortable through routines and close relationships with their key person. They fully engage in their activities and experience varied and imaginative learning opportunities, based upon the individual interests of each child. To help prepare children getting ready for school, staff work closely with local schools and have devised very effective transition strategies in partnership with parents. Practitioners plan activities based on information from parents. As a result, positive relationships are actively contributing to children's learning and progression. Children form

strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children, through a strong key person system, ensures that all children form positive and trusting relationships. Children settle well, because staff find out good information from parents about their child before they start at the nursery, to ensure all children's needs are known and effectively met.

Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at meal times children choose from a healthy varied menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Practitioners act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and providing a healthy balanced diet. Children are able to manage their own self-care appropriate to their age, because all practitioners provide good guidance and give them time to complete tasks. For example, children competently feed themselves and clear away their crockery and cutlery. Practitioners role model positive communication strategies, to help children understand about acceptable behaviour. Consequently, children's behaviour is good. This ethos is consistent throughout the nursery, resulting in rapid progress in personal social and emotional development for all children.

The learning environment is bright and welcoming, with a range of resources readily available, which enables children to follow their individual interests independently. Children particularly enjoy art and a range of materials enable children to be creative. They take great pride in showing adults and other children their art work displayed.

However, there is scope to reconsider the positioning of the displays, to ensure that children have maximum opportunities to enhance and consolidate their learning even further. Children benefit from their time spent outdoors and this promotes their health and well-being very effectively. The garden is secure and organised to make sure children can play safely and learn to take risks, for example, by balancing and climbing, supported effectively by practitioners.

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

Since the last inspection the new management team has made many changes to their practice, which has had a positive on the education and care for all children. They work closely with the local authority advisors to improve what is offered and are proactive in meeting any actions set. As a result, children are making good progress towards the early learning goals. Each action set at the last inspection has been met through careful consideration and clear targets set through a robust development plan. A new system developed by the manager is now fully implemented to ensure that all children's learning and development needs are met, in an inclusive, respectful environment. Safeguarding procedures are very robust. All practitioners prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in their knowledge of the procedures to follow and who to contact in the event of any concerns about children or

colleagues. Practitioners are fully aware of who the nursery's designated child protection managers are, and the process to follow if they are concerned about any issues within their practice. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensure that children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. As a result, children are safeguarded appropriately.

Leadership is good and focused improvement plans are in place to secure continuous improvement. All practitioners share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. They are very well motivated in their continuous professional development and are continually seeking ways to improve. Managers continue to monitor provision within the nursery rooms and ensure that practitioners are deployed effectively according to qualifications and experience with specific age groups of children. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. The setting supports children who have special educational needs. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services being involved.

The setting works closely with the local early year's team who provide training and support, which has enabled practitioners to provide a range of strategies to support learning and development for all children. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. The pre-school works very closely with local schools, which means that children are very well prepared for their move on to school. Individual planning for children's development is shared with parents and appropriate professionals, such as speech and language therapists if required. As a result, there is consistent, secure support for children with any identified needs, and therefore, all children's needs 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	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	EY435216
Local authority	Liverpool
Inspection number	938080
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	21
Name of provider	Karen Margaret Donnelly
Date of previous inspection	03/01/2013
Telephone number	01514942094

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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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