

# Cranbrook Independent Nursery and Pre-School

Cosmic Club, 7a Maidenbower Square, Maidenbower, Crawley, West Sussex, RH10 7QH

<b>Inspection date</b>	20/03/2014
Previous inspection date	20/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 form strong, positive relationships with children which makes them feel secure, safe and valued.
- Staff have a good understanding of different stages of development and use this to adapt their behaviour management strategies according to the age of the child. This results in children being well behaved.
- Staff teach children how to stay safe and how to use equipment safely.
- The range of activities available to children complements their learning in school.

### It is not yet outstanding because

- Staff occasionally miss opportunities to extend children's learning during routines, for example when setting up for tea or preparing for outdoor play.

## 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 the children using the environment and the interactions between staff and children.
- The inspector observed children being safely escorted to the garden area and making good use of the outdoor space.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a sample of documents and policies.

## Inspector

Chantal Clarke

## Full report

### Information about the setting

Cosmic Club registered in 2006 under the ownership of the Childcare and Learning Group Ltd. The club is situated in the Maidenbower area of Crawley, West Sussex. It operates from four rooms in premises located on the first floor over a shop. All children share access to a secure enclosed play area located at the Clover Court Nursery and within a short walking distance. Children come from the surrounding area. A drop off and collection service operates during term time for children who attend one of five local schools. The setting is registered on the Early Years register, and both compulsory and voluntary parts of the Childcare Register. Children from four years to 11 years of age attend the club. It is open each weekday during term time from 7am to 9am and from 3pm to 7pm. During school holidays and school in-set days it is open from 7am to 7pm. The club only closes on Bank Holidays. A maximum of 32 children may attend at any one time and currently has 130 on roll of whom 20 are in the early years age group. The setting supports children with special educational needs and/or disabilities and also children who speak English as an additional language. A team of four members of staff work with the children. Of these, three staff hold a recognised early years qualifications, and one is currently working towards a qualification in childcare.

### What the setting needs to do to improve further

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

- improve routines to ensure children are consistently challenged and engaged

### Inspection judgements

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

The Cosmic Club provides a wide range of activities, resources and experiences which support children's learning across the curriculum. Staff skilfully support children's emotional development by making them feel secure and valued. They also encourage language skills by listening attentively when children speak and engaging in frequent conversations with the children. Staff understand the different needs of the various age ranges of children attending the club and use this to adapt their practice to suit the stage of development of each child. For example, staff explain the undesirable consequences of certain actions to young children, but they encourage and support older children to think through the consequences of actions for themselves. Staff know each child's interests and preferences and they use this to plan activities which will appeal to the children and engage them, fostering a love of learning.

Children enjoy many paired and group games, and staff support children's developing social skills by teaching them how to take turns and how to resolve disagreements.

Children with additional needs receive the support they need by staff working cooperatively with parents and other professionals. Staff have developed an effective system for enabling children to play outside at any time. Staff join in with energetic games and encourage children to be active and practise their physical skills. They interact well with children and provide effective challenge to promote their learning. However, during routines such as going out into the garden, or setting up for tea, there is less focus on the children.

Each young child has a key person who helps them settle into the setting and who gets to know them very well. Information about children is shared effectively at weekly staff meetings so that all staff can provide extra support when needed, ensuring that children receive consistent, individual support targeted at their learning and care needs.

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

Children form strong attachments to staff and feel secure in telling staff about their worries. Staff facilitate this by empathising and offering reassuring cuddles. Staff use many strategies to encourage children to become independent. For example, at mealtimes children pour their own water and serve themselves food. Staff are very good and consistent role models in their interactions, demonstrating polite and considerate behaviour. All staff praise children warmly when they try hard, show kindness and are helpful. As a result, children are well behaved. Unwanted behaviours are very effectively managed according to the age of the child.

Staff make sure the environment is safe for young children. They teach children how to use tools safely and how to play vigorous games safely. Children are able to explore risk and develop a good understanding of how to keep themselves and their friends safe. Children engage well with activities provided, showing that staff understand their interests and stages of development.

Children enjoy freshly cooked meals and staff support them to serve themselves as much as possible, encouraging their independence. Staff have recently changed the way mealtimes are organised to accommodate children who get hungry at different times. Children's dietary needs are respected and their food preferences are accommodated. For example, separate meals are cooked for children when necessary and staff help children to pick out mushrooms if they do not like them. Children have a good understanding of healthy eating, showing that staff discuss this with them routinely.

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

The manager implements robust recruitment procedures which ensure all staff members are thoroughly vetted and suitable to work with young children. All relevant checks are made and documented. Staff's teaching and care practices are observed by the manager informally on a daily basis. The manager uses her secure knowledge of the needs of

children to reinforce good practice and reshape less effective techniques. Staff are formally appraised by the manager annually and their professional development needs are identified. Underperforming staff are quickly and effectively identified and given highly targeted support to improve their work. Staff meetings could usefully include sharing best practice and supporting staff to extend their high quality interactions to all possible opportunities

The manager trains all staff to understand their role to safeguard children. Therefore, all staff have a thorough knowledge of safeguarding and their responsibility to protect children.

All staff understand the setting's procedures for safeguarding. The manager's reflective practice and drive for continuous improvement ensures that new ideas to protect children are considered. For example, she is currently thinking of establishing a whistle blowing box to make it easy for parents to raise concerns anonymously in case they are reluctant to raise them in person.

All staff and parents have contributed their ideas for improving the provision and the manager has collated this in a self-evaluation. She has effectively identified the steps required to make these changes and scheduled them into monthly action plans. Improvements are then monitored and evaluated by all staff to understand their impact on the children. This is successful at driving improvement in all areas of the provision.

The staff team works collaboratively with local schools and childcare professionals to support the children in their care. The manager is confident accessing support to devise individual care plans as required and staff attend meetings to address children's specific difficulties with school staff. This ensures each child receives extra support when needed and that care is consistent across settings. Effective communication with most of the children's schools enable staff to support their learning and development, and the manager is using varied strategies to improve partnerships with the remaining schools. This setting predominantly serves working families who are not able to be regularly involved with activities, but parents feel well informed about what their children are doing and forthcoming activities. The manager has devised a variety of ways of keeping parents informed, including posters, emails and a blog.

### **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	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

<b>Unique reference number</b>	EY330789
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	815095
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	130
<b>Name of provider</b>	Childcare and Learning (Cranbrook) Limited
<b>Date of previous inspection</b>	20/09/2010
<b>Telephone number</b>	01293 885390

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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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