

Claire's Little Robins Day Nursery

Saunders House, Fore Street, Northam, Bideford, North Devon, EX39 1AW

Inspection date

20/03/2014

Previous inspection date

05/04/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children are happy and settle well; younger children form strong attachments to their key person which helps them feel safe and secure.
- Staff work closely with parents to ensure they meet children's individual care and learning needs well.
- The effective system of staff sharing knowledge of children's individual needs and the gradual process of introduction to the other rooms as children move through the nursery enables them to settle well.
- Staff have established strong partnerships to promote inclusive practices to further support children's well-being, learning and development.

It is not yet outstanding because

- Staff do not maximise learning opportunities for children to develop their literacy skills in the outdoor environment, for example through use of signage.
- Staff do not effectively use everyday routine opportunities to fully promote and develop younger children's communication skills.

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 children engaging in activities indoors and outdoors.
- The inspector spoke to the owner, staff, cook and children during the inspection.
The inspector sampled a range of documentation including children's details and
- assessment records, planning documentation, evidence of staff's suitability, accident records, safeguarding policies and risk assessments.
- The inspector conducted a joint observation with the area manager.

Inspector

Sara Frost

Full report

Information about the setting

Claire's Little Robins Day Nursery is one of four privately owned nurseries. It registered in 2011. The nursery is situated in the residential area of Northam, in North Devon. The nursery uses two floors with the under two's base rooms on the first floor and the over two's on the ground floor. Children also have access to their own dedicated enclosed outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 186 children on roll in early years age range. The nursery is open each weekday from 6am to 7pm for 51 weeks of the year. It receives funding for the provision of free early education for two- three- and four-year-olds. A team of 24 staff support the children, of whom 18 hold a childcare qualification.

What the setting needs to do to improve further

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

- develop opportunities to promote children's communication and language such as deploying staff to sit and engage with the younger children during snack times
- improve the quality of teaching and learning further regarding children's literacy development when playing in the outdoor areas.

Inspection judgements

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

Assessment systems show that key person staff obtain useful information about children's individual starting points. Staff adapt planning and organise activities which they know are particular favourites of the children. For instance, staff engage anxious young children's interests making sounds using a wooden spoon, enabling them to express themselves. As a result it helps the children to settle and become engaged in play.

Staff make ongoing observations of children, which helps them to identify appropriate next steps for each child and link these to all areas of learning so that children make good progress. Staff complete a progress check for two-year-old children, which helps them monitor their progress in the three prime areas of learning. They appropriately share this with parents so they understand more about the progress their children make. Staff demonstrate they have a good understanding of how children learn and develop. By working closely with parents they obtain useful information about their children's interests, routines and abilities. As a result, staff can plan activities which engage and suitably challenge children as soon as they start at the nursery. Planning shows all areas of

learning are fully covered, which enables children to experience a broad range of experiences.

Throughout the nursery, the staff use good practices to assess, monitor and record children's progress. Staff share information with parents about their child's day, including activities and routines, when children are collected. In addition, parents are invited to meetings where staff encourage them to share and contribute to their child's learning journal and to their next steps in their learning.

There is a good range of adult-led and child-initiated play opportunities. This means children have time to play independently and to join in more structured activities. Staff use activities effectively to teach and promote children's learning and development. Staff respond to children's statements and ask questions in order to encourage them to think for themselves. For example, when children state that a pencil is not very good, staff ask 'what can we do to make it good?' Older children are confident communicators. They happily play in small groups working co-operatively together, from trying to make sandcastles in the sand to instigating conversations with adults.

Children enjoy opportunities to read stories independently or relax on floor cushions and share a story with their friends. This supports their early literacy skills as they begin to understand that print carries meaning. Staff effectively teach and support children how to respect and handle books well. More able children read and recognise familiar words, with good support from staff to challenge their learning further. For instance, children confidently ask staff for help in reading words they do not recognise. However, although the nursery promotes literacy well within the indoor environment, the provision in the new outdoor area does not promote children's early reading skills so effectively. This is not supportive for those children who learn better in an outdoor environment.

Younger children enjoy exploring with dry pasta. Staff encourage their listening and language skills as they describe the sounds the pasta makes as it drops on to different surfaces. Staff extend children's play and exploration by providing additional resources such as straws. Children smile and enjoy the experience. Staff further promote children's physical skills as they provide resources to help children scoop up and pour sand. Staff engage effectively with younger children, such as singing favourite nursery rhymes and sharing books to promote early communication and language skills. However, staff are not consistent in using opportunities to further support communication during everyday routines. For example at snack time by not sitting at the table with the younger children to engage them in conversation and to socialise.

Staff promote children's physical skills well as they teach children, for example to cut by opening and closing scissors. Older children become competent in using scissors, cutting confidently around lines. Children recognise and discuss size and shape as they draw around stencils. Children engage in small group activities both indoors and outside, listening and following simple instructions. For example, children take it in turns to throw bean bags back and forth to staff. All of which promote skills for their future learning.

Staff use mathematical language routinely as children play, which helps them become ready for school. Children enjoy icing their cakes, making their own design and developing

their individual ideas for decoration as they express their creativity.

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

The nursery displays various posters, photographs and art work around the premises, providing children with a sense of belonging and an interesting environment. This is further supported through books and written words that reflect the home languages of all children who attend the nursery. As a result, children are able to see familiar words that they can share with other children.

Staff follow good hygiene and nappy changing procedures to protect children's health. They provide parents with written information about when their child has been changed throughout the day to protect their health and comfort. In the baby and toddler areas the staff introduce young children to good hygiene practices by teaching them about washing hands and faces, using wipes or individual hand towels and fresh, clean water. Older children manage their hygiene well and show increasing independence in self-care as many take themselves off to the toilet, and put on their own coats and shoes for outside play. These are skills which help prepare them in readiness for school.

Children enter the nursery happily and separate from parents with ease, showing they feel emotionally secure. Key staff provide appropriate support and reassurance to help younger children settle. Staff work closely between nursery rooms and with parents to provide good support to children as they move on. This means children feel safe and secure when the time comes to change rooms. The nursery prepares children's records to share with others as they move to local schools or further afield, sharing information and helping them prepare for the next stage in their learning. The nursery has a key person and 'buddy' system which enables staff to be familiar with the children's routines and development. It also enables children to form emotional attachments and feel secure at all times.

The re-organisation of the nursery rooms has provided the children with more space. This helps children to move freely and confidently between the rooms, promoting their independence as they choose their favourite toys to play with.

Children's behaviour is good. Staff provide consistent, clear guidance for younger children who require additional support as they learn to share and take turns. Staff acknowledge kind actions by the children and they give praise and encouragement to foster children's self-esteem and confidence. The recent purchase of the nursery chickens encourages children to learn about caring for animals. Staff plan activities that enable children to explore and celebrate their own culture, beliefs and those of others. This raises children's awareness of, and respect for, people's differences.

The nursery provides the option of a hot cooked lunchtime meal as well as healthy snacks during the day. These are prepared daily and cooked at the nursery. All dietary requirements are clearly detailed, and taken into consideration when preparing foods to meet every child's specific needs. In addition, each room has clear documentation

informing all staff of any specific child's dietary or medical need to safeguard their welfare at all times. Meals provided by the nursery's cook are labelled with child's name prior to being served to further reduce potential risk to individual children's health. Younger children come together and staff use this as an opportunity for them to develop their independent feeding skills. Older children experience a caf style snack time where they sit together in small groups.

Staff plan the day so all children have the opportunity to go outside to play. Children benefit from physical activities, such as using various wheeled toys, bean bags and climbing resources. There is plenty of space for children to run and move freely around so they get fresh air and physical exercise.

Staff teach children how to keep themselves and each other safe as they play through clear explanations. For example by reminding children how to hold scissors correctly and why they need to walk rather than run in the nursery.

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

Staff demonstrate they have a good understanding of safeguarding and welfare and learning and development requirements. This inspection was brought forward following concerns reported to Ofsted about staffing ratios and how they safeguard children on the premises, how staff care for children following accidents or injury, nappy changing procedures and supporting individual children's dietary needs. The inspection found that the nursery maintains detailed records that show they follow robust and clear procedures for all children's accidents which occur at the nursery. For example, they record details of the accident and injury to the child, the time of the incident and the action staff took to care for the child. Staff ask parents to sign their child's accident records as a means of showing they have shared information about the incident. Staff also give advice to parents when their child is collected about possible further advice and/or treatment they may wish to seek to support their child's health and well-being.

The nursery owner helps to maintain children's safety within the nursery environment by providing ongoing training throughout the year to support staff's knowledge and skills. This helps to ensure she always has current paediatric first aid trained staff working in the nursery. Information about the staff's qualifications is also put on display on the notice board for parents to see, as part of their good partnership working procedures. The owner has clear systems in place to ensure there is enough staff working directly with the children in each room to keep them safe and maintain ratios. In addition, each room supervisor ensures this practice remains in place as children move to various rooms throughout the nursery and outdoors so they keep safe. There are back up systems in place to provide cover in the event of a staff shortage to provide good levels of care to protect children and meet their needs.

The nursery undertakes risk assessments and staff complete daily checks in all rooms and outdoors. These assessments are reviewed and updated to minimise hazards to children

and to ensure the premises is suitable for the children to use. The main entrance door to the building is secure and only opened using a fob system by designated members of staff to protect children and keep them secure. The nursery keeps a record of all visitors and details of their visit, including the length of stay as part of their effective safeguarding procedures. Staff ensure they are well deployed and closely supervise children throughout the day so they are safe.

Since the last inspection the owner has implemented changes within the nursery which have benefitted all children. For example, the nursery has opened up the first floor and they now use the area effectively for the babies and under two's. This means the older children have more space on the ground floor rooms. In addition the nursery has provided a separate outdoor area for the younger children to enable them to play and move around safely and freely. The nursery has met the recommendation raised at the last inspection by organising smaller group time activities, which provide good opportunities for all children to take part and learn new skills. The staff continue to drive improvement through attending training, by evaluating their practice and seeking the views of parents to help identify areas for further development.

Staff support a number of children with special educational needs and/or disabilities well, which positively promotes inclusion. The designated special educational needs co-ordinator has formed good links with parents, the local authority and support services to provide a consistent approach to meeting children's individual needs. The owner and her staff have established very good working partnerships to provide additional support to promote children's development. Overall staff demonstrate competence in recognising and implementing appropriate challenges for children to promote and support their next steps in their development effectively.

Management demonstrates there are clear recruitment and vetting procedures in place to ensure that staff are suitable for the position they hold, and to work with children. This is achieved by identifying training needs through regular staff supervision, monitoring and appraisals. Children are further protected as staff are secure in their knowledge and of the safeguarding procedures to follow if they have concerns about the welfare of a child in their care.

Parents state at inspection that staff share good information so they feel fully informed both about their child's learning and development and their care needs. Staff share information with parents on a daily basis, both verbally and through 'daily sheets', promoting good partnerships for the benefit of the children.

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

Unique reference number	EY435725
Local authority	Devon
Inspection number	954167
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	91
Number of children on roll	216
Name of provider	Claire Elizabeth Symons
Date of previous inspection	05/04/2012
Telephone number	01271858601

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Type of provision

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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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