

# Claire's Newport Nursery

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

## Inspection date

31/03/2014

Previous inspection date

23/10/2013

## 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 form secure emotional attachments with their key person and show good levels of confidence and independence in the setting.
- Teaching is good as the staff are enthusiastic and involve all children in play and learning. Staff promote children's communication and mathematical development particularly well.
- Strong working relationships with parents and other professionals are effectively established, ensuring that children's needs are quickly identified and well met.
- The management and staff are passionate about early years resulting in the setting being led and managed effectively. They have a clear focus and vision for the future with clear areas for improvement identified which will strengthen practice.

### It is not yet outstanding because

- Children in the toddler room are not always able to fully engage in stories because of the noise made by others playing close by.

## 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 a range of learning activities in all of the age groups.
- The inspector held meetings with the owner and area manager.
- The inspector talked with staff and parents.

The inspector sampled a range of documentation including policies, children's

- assessment records, planning documentation, staff qualifications, induction information and incident log.
- The inspector carried out a joint observation with the area manager.

## Inspector

Katherine Lamb

## 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 lower ground floor and the baby area is on the first floor 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 257 children on roll. 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 22 staff employed to work with the children, 17 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:

- review organisation in the toddler room so that children are able to listen to stories without distractions.

### Inspection judgements

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

Children play with great enthusiasm and confidence as staff provide a rich, clean and stimulating play and learning environment. Staff are enthusiastic and share their own enjoyment of learning with children. This motivates and engages children in play. Staff use a range of effective teaching techniques as they talk, question and show children how to use and play with resources in different ways. The key person system ensures each child's learning needs are effectively planned for. The written plans are concise and easily available for staff to refer to. These work alongside children's daily routines that are also displayed, meaning that all staff support children's individual needs. Staff regularly assess and monitor children's learning progress to help identify any gaps where children may need support. Next steps are recorded and used to extend children's development. Assessments are shared with parents regularly, including when they initially start and at regular intervals as they continue in nursery. This keeps parents fully informed and helps involve them in their children's learning. The setting also uses 'home link' boards to keep parents informed of what children are learning and displays suggestions for learning at

home enabling parents to be fully involved in the learning process. As a result, all children are making good progress given their individual starting points. The setting provides parents with the required progress check when their child is aged between two and three years.

Staff plan to introduce new words to children to develop their vocabulary and understanding of words. For instance, they use words such as 'splish' and 'splash', as babies play and explore water and bubbles. Staff encourage babies to copy the sounds that they make to extend their language development. Staff acknowledge babies' communication attempts, which encourages their communication and makes them feel proud. Staff talk clearly to younger children using short sentences or phrases appropriate for their understanding and development. With older children staff use more complex sentences and questions. They talk clearly to children and listen carefully to them when they share their news. For example, when a child talks about what he is looking forward to doing at Easter the member of staff asks him why he is looking forward to swimming. This prompts the child to think and give detailed answers, which extends his learning. All children show great interest in looking at books and pictures as staff encourage them by reading their favourite stories. Babies take books to staff and older children appreciate having time to sit in small groups looking at books and using the pictures to tell their own stories. Toddlers also enjoy story time. However, at times the room is not organised so that there is a quiet space for them to enjoy their story without being disrupted by those that are still playing.

Children see clear labels and numbers as they play. Staff encourage children to use numbers from an early age. For example, when the babies are drawing pictures staff count how many crayons they have. Older children count how many stars they have made from play dough. Staff enable children to check their own counting rather making corrections for them. For example, a child counts and says he has four stars. A member of staff praises him and then asks him to count again slower this time. He counts five stars and quickly realises that he missed one out and corrects himself, a skill he will need on his eventual move to school.

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

The key-person system is effective in meeting children's needs as strong attachments have formed between staff, children and their families. This enables children to feel safe and secure. Babies seek out familiar staff for cuddles on their first day and all children are confident to approach staff for help when needed. This is due to the thorough settling-in process where children attend visits to get to know staff before starting. Daily written and verbal information is exchanged with parents, so that changing needs are constantly met. Relationships have developed well with several local schools children attend, which helps the move go smoothly. Teachers are invited to visit the setting and staff take children to visit their schools during the summer term. Staff talk to children about starting school and help parents to complete the school application forms.

Play spaces are clean and organised effectively, especially for the youngest children to

support active learning. Children of all ages are able to choose resources independently. Children's independence is promoted well during routine activities. For example, during snack, babies serve themselves food and older children are encouraged to be independent at meal times. Children and babies show clear familiarity with routines which helps them to feel settled, safe and secure. Adult to child ratios are good and staff are deployed effectively to ensure that children are well supervised. Behaviour management among staff is consistent and children are treated and spoken to positively at all time. Children demonstrate good behaviour and through gentle reminders younger children learn to play cooperatively with their friends, sharing resources and working together as a team.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through outdoor physical play opportunities. For example, as well as an enclosed garden, the children are able to access the green outside the nursery and they use this for outdoor play as well as events such as sports day. Outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. Children eat a good variety of home-cooked meals and snacks which promote a balanced diet. They help themselves to drinks throughout the day when they feel thirsty. Staff are very aware of children's dietary needs and work with parents who provide a packed lunch so that children are given healthy options.

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

The owner, area manager and staff have a strong commitment to promoting the welfare and safety of children. The owner has a secure understanding of safeguarding issues. Staff implement a range of safeguarding policies and procedures to help ensure that children are appropriately protected. Appropriate checks on adults are carried out to safeguard children and the welfare of all children is monitored closely. The owner has recruited and retained a staff team who are experienced and well qualified. As a result, the quality of the learning environment and planned activities are well matched to each child's age and stage of development. This means that children are effectively supported to make good progress in their learning and development. The owner and area manager demonstrate a high level of commitment to the nursery and are inspired to drive forward improvements. Self-evaluation is continuous and developed in conjunction with staff, the parents and children. As a result, the nursery is well placed to make very positive progress.

Robust recruitment processes ensure staff have the necessary skills to offer children effective support. Clear induction procedures ensure staff and trainees are clear about their roles and responsibilities and the general running of the setting. Staff have developed a clear understanding of their responsibilities in meeting the learning and development requirements and strive to provide all children with an effective and enjoyable learning experience. Their practice is regularly monitored through observations, appraisals and supervision meetings to ensure children are effectively supported to make good progress. Staff are encouraged to develop professionally and attend regular training that will benefit the children in their care. As a result, staff are enthusiastic, eager to

attend further training and skilled in effectively supporting children to make good progress in their learning and development.

Partnerships with outside agencies, other providers and local schools are well-established and especially strong. As a result, there is a coordinated approach to babies and children's care, well-being and development. Partnerships with parents are equally strong. Parents eagerly share their positive feedback about the nursery and are pleased how children's development has improved considerably since attending nursery. Daily discussions, written feedback slips and meetings all ensure parents are fully informed of children's progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY379933
<b>Local authority</b>	Devon
<b>Inspection number</b>	966347
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	75
<b>Number of children on roll</b>	257
<b>Name of provider</b>	Claire Elizabeth Symons
<b>Date of previous inspection</b>	23/10/2013
<b>Telephone number</b>	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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