

Clyde House

1 Nevil Road, Bishopston, Bristol, BS7 9EG

Inspection date

29/05/2014

Previous inspection date

04/01/2012

The quality and standards of the early years provision

This inspection:

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

- Children are happy and confident, as staff have a good understanding of their individual needs, helping children build secure attachments.
- Staff know the children well and regularly assess and plan for their individual learning, as a result, children make good progress in their learning.
- Children's mathematical and language development is promoted well in activities.
- Staff have strong partnerships with parents, who are encouraged to get actively involved in the nursery and share their child's achievements at home.
- Leadership and management have a clear drive for the ongoing development of the nursery by effectively identifying where aspects can be improved, which benefits the children.

It is not yet outstanding because

- Staff do not always promote activities for younger children to help them develop an interest in books and early writing skills to prepare them for the next stage of learning.
- Staff do not always provide opportunities for pre-school children to be imaginative and promote their creativity.

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 the playrooms and the outside learning environment.
- The inspector looked at documentation including a sample of policies, children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held a meeting with the manager of the nursery and completed a joint observation with the manager.
- The inspector took account of the views of staff and children spoken to on the day of the inspection.

Inspector

Dominique Bird

Full report

Information about the setting

Clyde House is a privately owned day nursery that registered in 1988. The nursery is located in a two storey Victorian house, in the Bishopston area of Bristol. There is a secure garden for outside play. The nursery is registered on the Early Years Register. The nursery is open from Monday to Friday between 8.15am and 5.45pm throughout the year, except for bank holidays. It offers full and part-time care for children aged from six weeks and there are currently 65 children on roll in the early years age range. The nursery receives funding for the provision of free early years education for children aged three and four years. Staff support children who speak English as an additional language. The nursery employs nine members of staff including a general manager who oversees both Clyde House and its sister nursery at Ashgrove Park. All staff hold appropriate early years qualifications at level 3 or above. The nursery has gained a quality assurance award.

What the setting needs to do to improve further

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

- develop the pre-school activities further to extend children's imaginative play and creativity
- increase opportunities for younger children to develop their interests in books and to practise their mark-making skills, to help prepare them for the next stage of learning.

Inspection judgements

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

Children benefit from a broad range of activities that staff carefully plan to stimulate their interest. Staff learn about children's starting points through talking to parents and completing a form about their development when they first join the nursery. Staff carry out observations of the children to identify their progress and their possible next steps in learning. Staff encourage parents to share their observations and current interests from home to plan activities across all areas of learning. There is a particular focus on the prime areas of personal, social and emotional development, communication and language and physical. Staff have also focused on mathematics more recently, which leads to children making good progress in the learning and development. Although children make good progress in all areas, staff do not always promote activities that can develop young children's early reading, writing skills and their imaginative and creative development.

Staff understand how to motivate and challenge children by planning activities that reflect their interests or by showing enthusiasm about them. For example, young toddlers show delight and smile with staff as they explore torches and watch the light move around on the carpet. Staff support children as they learn new skills, such as when they show them how to climb the stairs; children increasingly develop confidence as they climb up and down. Children who speak English as an additional language quickly develop good levels of spoken English and staff teach effective communication by learning words in their home language. Staff teach young children sign language; they say hello and good morning during a welcome activity and practise the signs by saying everyone's name.

Staff extend conversations and asks children open questions that encourage them to think before they respond. This helps the children develop their critical thinking skills and confidence in expressing their own thoughts and ideas, as they know that adults are interested in what they have to say. The sensory garden encourages children to explore the natural environment and tadpoles; staff teach children about how things grow and change over time. Staff encourage children to take responsibility for their environment. For example, they teach children to tidy up when they have finished playing with something.

The key person system ensures that each child receives tailored support and that information about children's progress is easily accessible to parents. They provide parents with a warm welcome and encourage them to be involved in their children's learning. For example, through the use of a pre-school daily diary sheet, which shows parents the activities they have enjoyed and focus areas of learning. Some children take books home in their home language to share with their family to encourage their involvement. The key person is available for parents daily at handover or collection, allowing the exchange of information about children's newly developing skills, interests and care needs. Parents are encouraged to come into the nursery for one-to-one meetings with their key person to discuss their children's progress in more depth. Newly developed progress checks for all two-year-olds are now in place ready to share with parents and for them to share with other relevant professionals.

Staff work closely with other local authority advisors to ensure that they are meeting individual children's learning needs. This deepens staff knowledge about specific learning difficulties and is promoting children's learning and development, which means that all children are included and have the same opportunities.

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

Children settle very well and develop strong bonds with their key person. Staff promote gradual settling in procedures, which help children and parents develop confidence when separating from one another. Staff respond to babies sensitively and quickly relax babies that get upset. Staff display family photographs for young children and look at them with children showing an interest in their families. Staff plan children's transfers into older groups well and as a result children progress with confidence. Children show they are

confident and they behave well. Staff encourage them to be independent for example; they put on their own shoes before going outside and serve their own food at mealtimes. Staff give children the opportunities to get their own water from the water machine, use the toilet and wash their hands to extend their independence further.

Children very much enjoy the healthy and well-balanced meals and snacks. Pre-school children enjoy preparing the vegetables for lunch as they cut leeks and mushrooms. Staff promote good hygiene practices; children wash their hands before and after meals and staff are good role models for children as they clean areas to keep them fresh and tidy. Staff promote activities to teach children about growing; children are excited as they experiment by planting leeks in the garden. This is an improvement since the last inspection and the staff have worked hard to promote healthy lifestyles. Children have regular playtimes outside and have hard soft surfaces to play on. Toddlers look for worms in mud as they play in the sensory garden. Staff promote regular exercise and fresh air to help children be healthy.

Children play with a good range of toys and take part in activities that stimulate their interests well overall. Clearly labelled resources are set out on low units and shelves with some areas set up such as paper and chalks. This allows children to make their own choices in play. Staff play alongside children and follow their lead and children like to play with adults and by themselves. Staff give children time to respond to questions and they respond positively to children's interactions. This supports children's confidence as they develop their individual preferences.

Staff promote good social skills and teach children the reasons why there are certain rules in place. As a result, children play well together and follow staff instruction.

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

The leadership and management have a good understanding of their role and responsibility to meet the requirements for the Early Years Foundation Stage. They take positive steps to safeguard children and have a good overview and knowledge of the educational programmes. Therefore, they can monitor that all areas are covered in planning and assessment and identify any gaps in learning. The general manager and manager rigorously implement appropriate safeguarding procedures and work closely with other agencies when necessary. Risk assessments are in place; these include the daily monitoring of the indoor and outdoor environment. The manager ensures fire drills take place and that staff are fully aware of the fire evacuation procedure. This ensures that the premises and equipment are safe and suitable. The use of effective recruitment and induction procedures, mean that children receive care from staff that undergo appropriate checks and who are aware of the nursery's policies and procedures.

The manager uses ongoing supervisions to identify staff's strengths and weaknesses and inform future training plans. This supports staff's continued professional development and motivates staff, creating an environment that benefits the children.

The general manager and nursery manager closely monitor the early years provision and outcomes for children. They regularly review policies and procedures and meet with the staff team to discuss this. Staff absence is well managed as staff from the sister nursery and regular bank staff cover absence; this means that children have consistent members of staff and they receive a continuity of care.

Parents confirm that they are very pleased with the nursery and how well their children have developed since attending. They comment that staff are 'flexible and accommodating' and keep them well informed about the latest news. Information is on display for parents within the nursery. Parents 'wow moments' are on display for others to see. Staff encourage parents to give them feedback and there are established systems in place for this. For example, parents can post their feedback and comments in a box at the entrance and staff respond to them individually.

There are systems in place for self-evaluation and both the general manager and manager are motivated to seek further improvement. For example, they use clear action plans and audits to identify areas for development. All staff contribute towards the self-evaluation, which includes sharing expertise they have gained from attending courses. Staff meetings take place on a regular basis to monitor training needs, quality of provision and reflective practice. Staff complete peer observations to share skills and ideas, this helps children receive consistency in the quality of interactions with staff.

The staff have addressed all of the recommendations made at the last inspection, leading to improvements in safeguarding procedures, promoting healthy lifestyles and working in partnership with parents.

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	106936
Local authority	Bristol City
Inspection number	816918
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31
Number of children on roll	65
Name of provider	Appleby Mann Limited
Date of previous inspection	04/01/2012
Telephone number	0117 9247488

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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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