

# Calcot Manor Creche

Calcot Manor Hotel, Calcot, Tetbury, Gloucestershire, GL8 8YJ

## Inspection date

11/04/2014

Previous inspection date

24/01/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff are nurturing towards the children who quickly settle and feel secure.
- The learning environment is child friendly and attractively arranged so children can make independent decisions about what they play with.
- Staff develop positive relationships with parents so that information about the children is shared and they feel confident to leave their children.

### It is not yet good because

- Arrangements for monitoring and developing the quality of provision and supporting staff development are not fully established and robust enough to support good outcomes for children.
- There is a lack of provision for children to develop their skills in balance and coordination.

## **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 activities in the play room.
- The inspector spoke with staff and discussed practice observed with the manager.
- The inspector spoke to parents and carers and took their views into consideration.
- The inspector checked the evidence of suitability of staff.
- The inspector sampled documents including insurance, children's records, and self-evaluation.

## **Inspector**

Karen Prager

## Full report

### Information about the setting

Calcot Manor Creche was registered in May 2003. It operates from the first floor of a converted barn within the grounds of Calcot Manor Hotel. It is located near the rural market town of Tetbury in Gloucestershire. The creche serves staff and guests of the hotel and its health club. Facilities for children aged under eight include a reception area, main room, kitchen area, sleep room and toilets. A separate mezzanine area is designated for sole use of children aged over eight years. Access to the creche is via one flight of stairs.

The creche is open every day of the year between 9am and 5.30pm with different times on Christmas Day from 2pm to 5.30pm and on Boxing Day from 10am to 3pm. The creche is not available between 12.30pm and 1.30pm to children staying at the hotel.

The creche employs 12 members of staff working shift patterns to cover the opening times. Over half of the staff hold appropriate early years qualifications. The core members of staff are employed full-time and are qualified at level 3. The creche is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The creche is open to children aged up to 16 years old. The number and ages of children attending or on roll fluctuates daily. There were six children in the early years age group on roll on the day of inspection.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve systems to build on quality through robust assessment of staff practice and extended opportunities for continued professional development
- develop the educational programme for physical development by improving children's use of physical resources for climbing and balancing and their access to outdoor play.

### Inspection judgements

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

Staff have a generally sound understanding of the Early Years Foundation Stage. They demonstrate a sufficient knowledge of the learning and development requirements by providing a range of activities which children enjoy and support their learning generally well overall. The staff work well with parents to help children settle in their care. Staff observe the children as they play, and speak to parents about what their child can do, and the activities they enjoy. They make an accurate assessment of what children can do,

based on discussions with parents and their observations. The staff have recently taken some steps to develop their understanding of matching children's next steps in learning with activities and have received some support in planning for this. Staff keep a record of children's achievements. Staff also complete progress checks for children who are two-years-old and share these assessments with parents.

Staff sit with young babies and gently rock them, building their security. Staff talk to them calmly, gaining good eye contact. Together they look at the lighted bubble tube and the member of staff points at the fish, encouraging the child to watch the moving fish. Older children sing songs with the staff and they work together to create a display. Children chose small-world figures and develop stories as they play. They dress up in a range of outfits and explore what they know of their world through role-play situations such as offering cups of tea, and making phone calls. Children are encouraged to have their own ideas when they use the craft materials.

Opportunities for children to develop their skills in balance and coordination are limited; children who spend the day in the creche do spend a short amount of time outdoors most days, where they can use the large play equipment with supervision. Staff sit with children and discuss a planned outing to the hotel grounds. They talk about looking for small items to fit inside an egg, and consider how many they think will fit inside. This helps children to start to understand the mathematical concepts of size and estimation. The children are encouraged to look closely at their environment to find objects, and they cooperate with older children developing social skills. Children watch a variety of birds feeding outside via a television screen and with the help of staff identify them from a book.

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

Children settle well. Staff talk gently to children who are unfamiliar with the creche and they soon settle to play. The effective key-person system and friendly staff enable families to share information. Staff support children's personal, social and emotional development through mixing with other children and having clear guidance about sharing and taking turns. Staff are good role models and a high ratio of staff to children, enables staff to offer a good level of emotional support for the children. As a result, children gain confidence and appropriate social skills and are well prepared for their future steps in learning and their move to other settings.

The premises are well maintained and clean and of a suitable temperature, so children do not get too hot or too cold. Staff set the room out to be an inviting place to play. There are plenty of good quality resources and the staff decorate the walls with bright posters and children's pictures to add interest to the high walls. Staff thoughtfully arrange the playroom to allow the youngest children to play away from the older children. When they are tired, children can sleep in a quiet room away from the children playing so they wake refreshed. Staff change children's nappies regularly so that they are comfortable and offer guidance to older children as they develop independence in caring for themselves.

Staff take some effective steps to support children in leading a healthy lifestyle. They talk

to children about why they wash their hands before they eat. Staff provide fresh fruit and vegetable pieces for snack and children are encouraged to drink at intervals throughout the day. There are few opportunities for children to develop a good understanding of leading a physically active lifestyle. Staff have put good measures in place to keep children safe and secure. For example, they conduct daily checks in the indoor and outdoor environments before the children arrive. Children learn about keeping themselves safe as staff explain about boundaries. They talk to them about how to use scissors safely and teach them to hold on to the play equipment so they do not fall.

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

The manager demonstrates a sufficient understanding of the responsibility to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. The staff generally have a suitable overview of how children learn and develop, and the experiences required to help children make progress. The management complete suitability checks for new staff before they start working with the children. The arrangements for meeting appropriate adult to child ratios are effective in safeguarding children. The manager ensures new staff and volunteers receive a suitable induction programme and shares relevant policies. The manager regularly reviews the policies, updates them when appropriate and informs staff of the changes. They are clear, for example, about the policy for the use of mobile phones and cameras. Though children have use of a computer, their access to the internet is restricted.

The staff recognise the benefit of seeking support from other professionals and meet twice a year with other local professionals to share ideas for best practice. The manager regularly speaks to staff about the daily running of the provision and they regularly reflect on the quality of the provision. They have taken some steps to address the recommendations from the previous inspection. For example, staff check the contents of the first-aid box regularly for their suitability and have adjusted the structure of the creche so that children who stay all day have some opportunities to play outside some days. However, plans for improving the provision and the outcomes for children are not robust. For example, provision for children to develop physical skills in movement and coordination remains weak. A system for the annual appraisal of staff performance is in place, though not completed within the identified timescale. This also applies to the training plan, which is in place, but staff have yet to attend training identified as being beneficial to their performance. For example, the member of staff who is the designated lead for safeguarding has not attended recent training on the protection of children, which means she may not have the most up-to-date information to keep children safe. However, they know the correct procedures to follow should they have a concern about a child in their care and can explain signs that would cause concern about a child's well-being.

Relationships with parents are positive and staff take time to talk to parents about their children's activities when the children are collected. Staff gain permission from parents for outings and any medication, which is required, and keep them informed of any accidents. Parents report that their children are happy to attend and engage in a wide range of

activities.

### **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>	EY261552
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	814561
<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>	26
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Richard James Gibson Ball
<b>Date of previous inspection</b>	24/01/2011
<b>Telephone number</b>	01666 890391

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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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