

# Cleeve Day Nursery

Home Farmhouse, 2 Cheltenham Road, Bishops Cleeve, CHELTENHAM, Gloucestershire, GL52 8NF

## Inspection date

Previous inspection date

21/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 develop strong bonds with their key person and, as a result, children make secure emotional attachments that promote their well-being. Therefore, children are happy, content and comfortable in their surroundings.
- The educational programme planned by the staff offers varied and exciting experiences based on children's own interests, to support all children to reach their full potential.
- The quality of teaching is good because staff have a detailed knowledge of how children learn and use observation and assessment effectively to reflect children's next steps in their learning.
- Staff work well in partnership with parents. They keep them well informed about their children's progress and well being.

### It is not yet outstanding because

- Staff do not always fully support older children's awareness of mathematical language and concepts during play.
- Staff do not always fully extend children's personal development to support growing independence.

## 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 practice in three play rooms and outside.
- The inspector had discussions with the provider, the manager, staff, children and parents.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation including children's records and planning.
- The inspector checked evidence of suitability and qualifications of all staff working with the children.

## Inspector

Jan Harvey

## Full report

### Information about the setting

Cleeve Day Nursery registered in 2014 and is privately owned. It operates from the ground floor of an original farmhouse in the village of Bishops Cleeve, near Cheltenham. The property is detached and children have access to three play rooms, a mini-kitchen, toilets, sleep room and an enclosed outside space which incorporates a nature garden. Children from the setting attend mainly from the local and surrounding area. The nursery is open each week day 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 52 children attending in the early years age range. The nursery provides funded early education for two, three and four year olds. The nursery currently supports a number of children learning English as an additional language. There are 12 members of staff, 7 of which hold appropriate early years qualifications and 3 staff working towards a NVQ level 3 qualification. The manager holds an Early Years Foundation Degree.

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

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

- strengthen the opportunities for older children to use mathematical concepts during play
  
- further extend ways to increase children's independence, for example by encouraging them to take on suitable responsibilities, such as during meal times and tidy up times.

### Inspection judgements

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

Children settle quickly on arrival, are warmly welcomed by staff and are familiar with the daily routines. Dedicated staff plan an exciting, playful environment for children's learning and have a good knowledge of how children learn and their role in encouraging this. Good observations, assessments and planning enable all children to make continued progress in their learning and development. Parents' comments about their child's learning at home are included in assessments. This results in staff following the children's individual interests to plan interesting and inspiring activities, both inside and outdoors. Key persons work closely with parents to review children's progress. This allows staff to identify any areas where children would benefit from additional support and can plan for these. They use questions effectively and introduce new vocabulary, particularly to children who are learning English as an additional language.

Overall, the quality of teaching is good and some practice is excellent. Staff make good judgements about when children need time to play and explore independently or with other children. They intervene skilfully to extend children's learning. For example, they talked about the sunny day, and the heat and seeds the children have recently planted. This helped children to extend their language and thinking as they talked about what they should do and decided they needed to water the garden. Consequently, children become active and interested learners.

Throughout the nursery, staff routinely encourage children's progress across all areas of learning. Children develop their physical skills well through exploring and negotiating the outdoor provision, which includes a grassy slope, managing to ride on bikes and tricycles, and digging in the sunken sand pit. Children develop their expressive skills through activities which encourage them to use their imagination and creative skills in their play, such as exploring different mark-making tools on different textures. The nursery routinely supports children's understanding of the world, for example, growing fruit and vegetables in the nursery garden and waiting for live chicken eggs to hatch. However, although staff provide activities that develop children's awareness of numbers and counting, some staff do not always fully extend children's understanding of mathematical language and concepts, particularly for older children.

Babies are making good progress supported by high staff ratios and quality interactions by caring, supportive staff. The effective key-person system ensures babies' routines established at home are followed. Staff play alongside babies, supporting them and encouraging them in their play, singing rhymes and talking to them, and introducing them to new and familiar books and toys. They have recently introduced extended times when babies can choose to go outside, supporting their early physical development. All these strategies are effective in helping babies to settle, to feel secure and to meet their individual care and learning needs.

Older children develop confidence and self-esteem as staff listen attentively to what children want to say and do. Staff join in their play, praise children's efforts and achievements and show interest in what they are doing. These interactions motivate children and support them to persist and to find different ways to do things. For example, they balance on a scooter or wash their hands independently. The required progress check for children aged two years is in place with parents being invited to add to the assessment with their own observations of their child's learning and development. Children's assessments clearly celebrate what the child can do and identify next steps in their learning. As a result, all children, including those whose home language is not English, are well prepared when they eventually move to school.

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

Staff are very caring and sensitive in forming secure attachments with the children in their care and in getting to know each family well. Children settle into routines quickly and are confident in their free-choice play because they have secure emotional attachments to their key person. Parents value the happy, safe, home-like environment that has been

created by the staff. Parents are encouraged to contribute to children's learning by sharing information with the staff about their child's learning at home and contributing to children's planning. This trusting relationship between parents and staff creates a caring learning environment in which children thrive.

The skilled staff team demonstrate a passion for working with young children. Through praise and encouragement and gentle reminders, staff support good behaviour throughout the nursery. This means children gain a sense of responsibility and understand the expectations staff have of them. Children develop good social skills as staff provide positive role models. Regular walks and outings, including a trip to the local park, effectively support children's growing independence and management of risks as they learn about road safety and keeping safe. They are becoming aware of their local community as they meet local people, particularly the local Reception teachers. Children talk of visits from a vet and a farmer, and a 'chick lady' visits who is helping them hatch eggs she has given them in an incubator.

Staff place a high emphasis on children's physical development, playing outdoors in all weather and encouraging a healthy lifestyle. Children are learning about healthy eating with the well-balanced menu provided and choices of different fruits and vegetables. Staff extend this by explaining how it helps them to grow strong. Older children help to grow their own vegetables, and take them home to eat. All children benefit from using the mini-kitchen, preparing, cooking and eating snacks using the many resources available. Children know they need to wash their hands before eating, after going to the toilet and playing outdoors, and before they start cooking, because staff remind them and talk about germs. This supports children's good health and well-being.

Staff are sensitive to when children are tired, and offer quieter activities or settle them to sleep. They have a clear understanding of nappy-changing procedures. Sleep records and nappy-changing charts are used to ensure children have a minimum number of checks and these are recorded, ensuring that children's care needs are fully met.

Although children are happy and confident, staff occasionally do not fully encourage children to take on small responsibilities to promote their personal independence, for example, during daily routines such as meal times, and when tidying up toys and resources.

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

The provider and manager demonstrate a good understanding regarding their responsibilities in meeting the safeguarding and welfare requirements. Both have attended training on safer recruitment and there are effective procedures for checking the staff are suitable to work with the children. Good procedures for the recruitment, induction and supervision of staff ensure they work closely as a team and are able to contribute to the evaluation of their practice and make improvements. Staff demonstrate a clear understanding about safeguarding procedures and they are clear about what to do if they

have any concerns about children in their care. Both staff and management carry out detailed risk assessments regularly to ensure the environment is safe for children. For example, small pebbles in the garden were recently assessed as a risk to babies and have been replaced with large, smooth pebbles. The staff's continual supervision of the babies and children adds to their safety.

The provider, manager and staff demonstrate a clear understanding about their responsibilities in meeting the learning and development requirements. Staff demonstrate they know their key children well and work closely with parents to highlight children's next steps and interests. Staff complete effective assessments on all children, including completing progress checks for children aged two years, which helps them to monitor children who may need extra support.

The management and staff are dedicated in their goal to provide good quality childcare and work well as a team. All staff are able to contribute to the evaluation of the setting and take pride in their work and the exciting environment they have created for the children. There is clear direction and enthusiasm from the manager, supported by the provider, and this motivates the staff team. Action plans are in place to ensure they continually evaluate and improve their teaching skills and the learning environment for the benefit of the children.

There are strong relationships with parents. They receive detailed information about their child's progress and day. Parents' views and ideas are regularly requested and staff work hard to accommodate suggestions from them, for example, growing seeds given to them by parents to grow vegetables. Regular parents' evenings between parents and their key person help parents to understand how their child is developing and learning. Parents comment on the caring provider and manager who successfully build trusting and professional relationships with all families. As a result, the manager and staff engage and motivate all children well, including those for whom English is not their home language. Therefore, all children make good progress in their next stage of learning. The nursery has good links with other professionals, especially the local school, where they share information with the Reception teachers. This helps prepare children very well for their move into school.

## 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>	EY470569
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	955610
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Safe Hands Childcare (UK) Ltd.
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07792971951

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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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