

# Clifton House Day Nursery

15 Cambridge Road, Waterloo, Liverpool, Merseyside, L22 1RR

## Inspection date

11/09/2014

Previous inspection date

17/03/2011

## 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

- Practitioners demonstrate a secure knowledge of effective safeguarding practice. They are aware of procedures to follow if they have any concerns about a child's welfare. This assures children's safety.
- Good partnerships with parents ensure that there is consistency and continuity in children's learning and care. As a result, children are well prepared for starting school.
- The management team continually strive to improve the nursery. They have a good understanding of their roles and have a clear improvement plan, which contributes to the ongoing development of the nursery.
- Practitioners are good role models they issue consistent and clear guidance about what is acceptable behaviour, as a result children's behaviour is good and they build secure relationships with practitioners.
- Practitioners are fully committed to making sure that each child has their individual needs met, so children learn new skills through play and fun activities. As a result, children thrive and make good progress in this nursery.

### It is not yet outstanding because

- Occasionally, practitioners do not use skilful questions to enable children to further develop their critical thinking and problem solving 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 took account of the views of parents through discussions and as recorded in written questionnaires.
- The inspector viewed all areas of the premises accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector viewed the provider's hardcopy self-evaluation form and improvement plan.
- The inspector carried out an interview with the management team and a joint observation with the manager.

## **Inspector**

Deborah Magee

## Full report

### Information about the setting

Clifton House Day Nursery was registered in 1990 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in part of a converted house in the Waterloo area of Sefton, Merseyside and is managed by an individual. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. Children have access to four playrooms on the ground floor and a dining room and sensory room in the basement. The nursery opens Monday to Friday, all year round, except for two weeks at Christmas and bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. All children currently attending are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and there are 44 children on roll. The nursery employs eight members of childcare staff. Of whom, six hold appropriate early years qualifications at level 3 and one holds a relevant level 6 qualification.

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

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

- enhance further the development of children's problem solving skills by making the most of every opportunity to support their development. For example, by always using effective questioning.

## Inspection judgements

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

Practitioners have a good knowledge and understanding of how young children learn and progress. As a result, practitioners plan meaningful activities, which are specifically tailored to meet children's individual learning needs. All children are effectively supported to make good progress. Practitioners make very good use of observations and assessments. Information gained from these is used to plan activities and experiences that appeal to children's emerging interests. This approach ensures children have their learning needs met through a range of activities that are purposeful and developmentally appropriate, while offering good levels of challenge. As a result, children are motivated and willing to learn. For example, children engage with mark-making activities as their emerging interest in trains is incorporated into activities by using trains to make tracks in paint and forming letters on paper designed as a train track. Practitioners have a good knowledge of children's current development levels and next steps in learning and development. Children make good progress as practitioners have a secure knowledge of the Early Years Foundation Stage. Consequently, they provide an interesting and motivating range of activities and resources, which support children to develop and progress across the seven areas of learning. All children are generally working within the typical range of

development expected for their age. This results in children having the skills needed for the next steps in their learning, including school. Children make good progress because the quality of teaching is good and all staff have high expectations of them. Practitioners support children to be active in their own learning. They encourage children to select activities, explore and play independently. Mostly practitioners are highly skilled and use effective questions, in order to extend children's critical thinking and to challenge their learning. However, on some occasions, practitioners do not use effective questions or come down to the children's eye level while they hold discussions in which they explore their ideas. As a result, children are not always supported to develop their problem solving skills as they do not think ideas through for themselves. This is because practitioners sometimes ask questions that require a simple yes or no answer. However, children enjoy learning and are keen to engage with activities. For example, while playing in sand and water outside, children enjoy getting messy and delight as they examine the varying texture as sand and water mixes. They develop their physical skills as they squeeze the sand through their fingers, mould the wet sand into shapes, dig and fill buckets. Older children are engaged and motivated as they learn about the world around them. They happily explore the large garden looking for bugs and when they find a ladybird, practitioners encourage them to count the spots and make comparisons with other bugs, such as spiders. Staff support children's communication and language skills and help them to build their vocabulary by talking to them and introducing new words during daily activities. Practitioners enthusiastically encourage younger children to repeat vocabulary relating to colour and shape while they engage with a painting activity and babies excitedly begin to join in with repeated phrases in familiar rhymes and songs.

Parents are involved in their children's learning as practitioners routinely share information on their progress and achievements. Practitioners have daily discussions with parents and invite them to attend parents' evenings each term. Practitioners ensure parents have frequent opportunities to comment on their child's experiences. They complete a termly report detailing children's development and achievements, which parents are invited to comment on. Practitioners know children very well, which helps them to feel valued and secure. Starting points for children's development are established using information gained from parents during settling-in sessions and on relevant forms. Practitioners use this information to establish children's starting points and plan relevant activities and experiences to enhance learning.

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

Practitioners effectively promote children's emotional well-being as an established key-person system ensures that all children benefit from secure attachments. Practitioners are enthusiastic and supportive, as a result, children feel safe and secure. Children are generally happy to try new experiences. On occasions when children are reluctant to engage, the practitioners enthusiastically shows them what to do. When painting hands, practitioners paint their own hands and have fun making hand prints, as a result children follow their lead and engage with the new experience. Children's care routines are adhered to and a clear exchange of regular information between parents and practitioners ensures their changing needs are consistently met. Practitioners know individual children exceptionally well and all children benefit from consistent care. They effectively prepare

children for upcoming changes as they ensure that children are emotionally ready for movements throughout the nursery and eventually onto school. Children benefit from short visits to their new rooms, which enables them to meet their new key person and become familiar with the new environment. Visits are implemented frequently until children feel secure and happy to complete the move. When children are moving to school, practitioners invite teachers from relevant settings into the nursery. This enables children to meet their new teachers and begin to form attachments in a safe and familiar environment.

Children are developing independent self-care skills as they are consistently encouraged by practitioners. Older children attend to their care needs as they use the toilet and wash their hands, if required children are confident to ask practitioners for help. Children in nappies have their care needs met effectively through consistent routines throughout the day. Fresh drinking water is readily available for children to access all day, which they are encouraged to do as they learn to recognise and manage their own need for a drink. At lunch time, practitioners promote opportunities to further develop independence. Children are encouraged and supported to help set the table, pour drinks and help to serve their lunch. Additionally, practitioners use lunch time positively to help children understand about nutrition and how to make healthy food choices. Children are encouraged to try a variety of healthy freshly prepared foods. As a result, children are developing their independence and gaining a good understanding of healthy lifestyle choices.

Practitioners provide stimulating, well-resourced indoor and outdoor environments, which support children's all-round development and emotional well-being. Outdoors, children have a wide range of opportunities to challenge them in all areas of learning. For example, children enjoy developing physical skills as they climb, run, ride bicycles and kick footballs. Children show good awareness of their own and others safety and are learning how to assess and manage risks independently. For example, older children know they need to tidy up when they have finished with resources to keep the environment safe and minimise hazards. As a result, children develop a sense of growing responsibility, which helps them with their future learning. Practitioners are very good role models and use appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Older children know how to act as they have been actively involved in deciding the nursery rules. These are extremely effective as they clearly focus on positive behaviour, such as kind hands, nice words and be friendly. Practitioners use praise and have consistent expectations of behaviour, as a result children's behaviour is excellent. Any incidents of unwanted behaviour are dealt with quickly and without fuss. Children are openly rewarded and praised for their good behaviour and they respond well to the calm and motivating approach of all practitioners.

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

All practitioners have a very good understanding of their responsibilities regarding safeguarding and welfare requirements. Practitioners are aware of the indicators that would alert them to a child at risk. They have a strong knowledge of child protection and

are aware of the procedures to follow if they have a concern about a child. Several practitioners have first-aid certificates and the manager deploys these effectively, so they are able to respond quickly to an emergency. Safety is promoted through robust arrangements for assessing any risks to children. Checks are carried out on a daily basis to identify any new risks and to ensure that the safety measures that are in place remain safe. Effective procedures are implemented whenever new practitioners, volunteers or trainees are recruited. This includes thorough background and vetting checks, including references and clear induction procedures. This ensures that children are cared for by suitable and knowledgeable practitioners.

The manager's drive for improvement is very strong and is demonstrated by a clear improvement plan. This is shown in the improvements made since the last inspection. The manager has successfully met the actions that were raised, which has improved the outcomes for children. All registration paperwork is now up to date and clearly states who has legal contact and parental responsibility for each child. Furthermore, appropriate accident and medicine records are in place and the manager updates the nursery's policies and procedures regularly. Practitioners have accessed training to improve their knowledge of planning and assessment. Additionally, the manager has established robust systems for tracking and monitoring children's progress. Children's progress is now monitored regularly, so practitioners can effectively plan for their learning needs. Children are tracked according to their age group and any gaps in learning are quickly addressed, as a result all children make good progress. Parents are all kept up to date on their children's progress and experiences while at the nursery. The manager has made significant improvements to the self-evaluation process and now offers lots of opportunities for parents, practitioners and children to express their opinions. The manager has established an effective system of annual appraisals, useful staff meetings and regular supervisions, in order to ensure practitioners are skilled, valued and supported. Continual professional development opportunities are decided on by providing training that meets the needs of individual practitioners and by providing group training to the whole staff team when necessary. This ensures that each practitioner has their needs met and that there is a shared knowledge, understanding and consistency within the nursery.

Partnerships between practitioners and parents are very positive. Parents spoken to comment on the positive attitude of practitioners and how they are always kept informed of their children's development through daily discussions, newsletters and regular parents' evenings. The manager actively encourages parents to express their opinions, in order to ensure their views contribute to the nursery's overall self-evaluation and ongoing developments. Parents have many opportunities to comment on the nursery, for example, they are given frequent questionnaires and can comment in a suggestion box. Practitioners understand the importance of sharing information with relevant professionals, and teachers from schools in the area are invited to meet children prior to starting school. As a result, children's move to school is as smooth as possible. At present, no children with special educational needs and/or disabilities attend the nursery. However practitioners have systems in place to work closely in partnership with specialised professionals when required.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	310409
<b>Local authority</b>	Sefton
<b>Inspection number</b>	818876
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	41
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Clifton House Nursery Limited
<b>Date of previous inspection</b>	17/03/2011
<b>Telephone number</b>	0151 949 0838

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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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