

Clopton Nursery Trust

Clopton Road, Stratford-upon-Avon, Warwickshire, CV37 6TE

Inspection date	05/01/2015
Previous inspection date	12/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress. This is because staff effectively assess children's starting points and monitor their learning and development in order to plan purposeful experiences and opportunities which support individual children well.
- Children form positive attachments with their key person and other adults. This aids their confidence and helps them to settle into the setting well.
- Staff engage well with parents and other childcare professionals to ensure children receive consistent and complementary services across settings.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children and fully understand their role and responsibility in protecting children.

It is not yet outstanding because

- Opportunities for staff to observe colleagues and share their practice in order to improve teaching, are not maximised to promote children's progress to the optimum level.

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 main nursery room and in the outside area.
- The inspector looked at children's individual files containing observations and assessment records.
- The inspector reviewed evidence of the suitability of staff, the self-evaluation and plans for improvement and a selection of relevant documentation.
- The inspector completed a joint observation with the manager of activities in the outside area.
- The inspector took account of the views of staff and parents spoken to during the inspection.

Inspector

Lucy Showell

Full report

Information about the setting

Clopton Nursery Trust was registered in 2000, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built annex adjoining Thomas Jolyffe Primary school in Stratford-upon-Avon, Warwickshire. The setting serves the local area and is accessible to all children. It operates from three base rooms and there is an enclosed area available for outdoor play. The setting employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including the manager with Early Years Professional status. The setting offers nursery care, out of school care and a holiday play scheme for a maximum of 40 children at any one time. The nursery is open Monday to Friday from 8.45am to 3.20pm, during term time only. The out of school care is provided Monday to Friday, from 8am to 8.45am and 3.20pm to 6pm during term time only. The play scheme is open Monday to Friday, from 8am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide opportunities for staff to observe colleagues and discuss practice, in order to sharply focus their teaching skills and evaluate the impact of their practice on children's learning.

Inspection judgements

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

Children's learning and development is promoted well through a good range of activities and experiences. Staff have a secure knowledge of how children learn and use this to ensure that they support children effectively. Relevant and important information is gathered from parents and previous settings when the children first enter the setting. This detail is then used to good effect to help identify what the children know and can do. Staff continue to use assessment effectively to identify children's next steps in learning and plan activities to enable them to make good progress. Staff complete written assessments for all children, including the required progress check for the children aged between two and three years, and share these well with parents. This means that parents are fully informed of their child's development and are made aware of any areas where their child's progress is less than expected. Furthermore, this information is used to quickly identify any areas where children may need additional support. This is particularly evident for children with special educational needs and/or disabilities. As a result, no child gets left behind in their

learning and development. Staff recognise the importance of sharing ongoing information with parents about their children's learning. For example, alongside the staff's observations of children, parents are invited to share details about their children's learning at home. This information is then used to plan and provide complementary activities so that children's learning is supported well, both at the setting and at home. In addition to this, staff encourage parents to attend special events and offer ideas for activities that parents can do with their children at home.

Children enjoy their experiences at the setting and are eager to engage with staff and their peers. The staff's interactions and teaching techniques are positive, and show their good understanding of how to encourage and capture children's interests. Staff know when to intervene without intruding or taking over an activity. They skilfully extend children's learning experiences, asking challenging questions or suggesting further ideas to encourage children to think about different options. Children who speak English as an additional language are successfully supported because staff encourage the use of home languages. Print in the environment is displayed in a variety of languages and staff use key words and phrases with the children, alongside English. This means that different languages are valued and children are able to make their needs understood while at the setting. Children engage in opportunities where they can share their daily news and listen to their friends. They also receive plenty of praise and encouragement, which gives them confidence in their abilities and means they are keen to take the lead in their own learning. All of these experiences provide rich and purposeful opportunities for children, helping them to develop the skills needed for their future learning, and preparing them well for moving on through the setting or onto school.

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

The key-person system is well-established and helps children to build relationships with their special member of staff, which promotes their emotional security. Staff gather detailed information from all parents when children first start at the setting so that all individual requirements are met from the outset. Children receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure at the setting and prepares them well emotionally for any changes. Furthermore, there is good ongoing communication between parents and staff throughout the children's time at the setting. This process enables staff to understand and meet individual needs consistently, and helps them to prepare children for their moves through setting and on to school. Each of the rooms are laid out with good quality resources and equipment which reflect the children's interests and link with topical themes. There is a good range of resources which depict positive images of diversity, and are safe and suitable for all children attending. Children are also able to select additional items to extend their learning and enjoy opportunities which have no adult-defined learning objective.

Children learn about healthy lifestyles and follow good hygiene practice. The older children use the toilets independently and there are good procedures for taking care of children in nappies. Children are provided with healthy and nutritious snacks and meals, and enjoy the opportunity to bring in a packed lunch when attending in the school holidays. They sit with the staff in small groups which provides valuable opportunities to develop children's

independence. For example, children select and pour their own drinks and decide how much they would like to eat. These experiences help children to make good choices and promote their understanding of their own health needs. The regular outdoor activities provide children with good opportunities to enjoy fresh air and become more aware of the benefits of exercise. Children happily put on their coats to go outside in varied weather conditions. They thoroughly enjoy opportunities to run around on the school fields, build with the large wooden blocks or explore the climbing frame. For those who prefer quieter activities, there are opportunities to sit under the covered area and take part in small group games, such as memory games or drawing pictures.

Staff conduct daily checks of the premises following effective risk assessment procedures to identify any hazards in the environment. Staff are well deployed, which helps to ensure that children are effectively supervised, kept safe and that any accidents can be dealt with in a timely manner. Children are developing a good understanding of how to keep themselves safe. They take turns and share resources well, and help to tidy up the environment. Children form firm friendships and play well together with children of different ages and abilities. The staff are good role models and use consistent strategies and appropriate explanations to provide children with a clear understanding of acceptable behaviour. Behaviour is also managed well because children receive gentle reminders during play. This helps them to identify and fully understand expectations, and learn how to conduct themselves appropriately.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are vigilant in their protection of children. They understand the signs and symptoms of possible abuse and are confident in recording and reporting any concerns. Policies and procedures are understood and include what to do if an allegation is made against a member of staff, and the use of mobile phones and cameras. Rigorous recruitment and vetting procedures ensure the suitability of all adults employed. There is a robust induction process for any new staff and students, which means that everyone working with the children is clear about their individual responsibilities.

Staff are keen to update their professional development. Management conduct formal appraisals with each member of staff on an annual basis. This provides good opportunity to commend strengths, and identify weaknesses or training needs to improve staff practice. Management hold regular staff meetings where they can discuss any issues and identify solutions to address them in a timely manner. However, sometimes staff are not fully confident in their own abilities or clear about how to achieve excellence. This is because they are not maximising the use of opportunities to observe each other's practice, share ideas of best practice or expertly assess the impact that their teaching has on children's learning. Staff have good levels of qualification. They attend regular training to maintain first aid and safeguarding certificates. Since the last inspection, the setting has had a change of manager and deputy and together they are working well with the whole staff team. Significant improvements have been made and staff say how they feel more

valued and involved. The management team recognise staff's strengths and delegates roles which reflect individuals interests and expertise. This means that the responsibility to ensure smooth running of the setting is shared across the secure and skilled staff team.

Staff demonstrate a strong desire to continually improve quality in all aspects of care and education. Self-evaluation is used effectively to review practice and to target areas for improvement, and staff are keen to seek and act upon advice and guidance. They work well with other professionals. In particular, the links with the school are a real strength of the setting and ensure consistent and complementary experiences for children across settings. Valuable information is given to future providers or teachers so that individual learning can be continued when children leave the setting and move onto school. Furthermore, staff from these other settings are invited to observe the children in their established environment. This also helps children become familiar with new adults, and helps them prepare for change while they are in surroundings in which they feel comfortable and confident. Relationships with parents and carers are also positive. For example, staff keep all parents informed about their children's day and parents' meetings ensure up-to-date information is shared. Parents opinions are requested and valued as part of the setting's ongoing evaluations. Parents are very happy to express their delight in the setting and comment on how friendly the staff are and how welcoming the environment is. They state that they would happily recommend the setting to others.

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

Unique reference number	200556
Local authority	Warwickshire
Inspection number	875004
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	68
Name of provider	Clopton Nursery Trust
Date of previous inspection	12/02/2009
Telephone number	01789 269360

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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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