

# Clowns Nursery Care Ltd

Cinderella Path, 153 Northend Road, Golders Green, London, NW11 7HZ



## Inspection date

5 August 2015

## Previous inspection date

14 April 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not fully oversee the arrangements to complete compulsory progress checks for two-year-old children. As a result, there are some inconsistencies in practice which are mainly due to some staff lacking a clear understanding of the process. Therefore, not all children's learning needs are being fully met.
- Staff do not use all opportunities to motivate and engage children during some activities and daily routines. As a result, some children quickly lose interest and become less focused during these times.

### It has the following strengths

- Children access a suitable range of freely available resources. This means children are able to make independent choices in their play.
- Staff organise group sessions and encourage older children to take the lead in discussions, as well as learn to take turns and listen to others. Therefore, children gain some necessary skills to help prepare them for school.
- Management and staff are clear on the procedures they need to follow in the event of a concern with regard to children's welfare. As a result, children are safeguarded.
- Children follow good hygiene practices. They benefit from healthy snacks and meals, which promote their physical health and well-being.
- The manager and all staff have built suitable partnerships with parents and generally share children's progress to support learning at home. Parents speak highly of the nursery.

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

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

- ensure all staff are fully aware of their responsibility to consistently complete the required written summary of children's progress between the ages of two and three years, and share this with parents to meet their children's learning needs.

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

- review some daily routines and the structure of activities in order to reduce the waiting time for children so they fully enjoy and benefit from all experiences.

## **Inspection activities**

- The inspectors observed activities in the rooms and in the garden.
- The inspectors sampled children's observations, planning and assessment, and registration records.
- The inspectors held conversations with the staff, parents and children throughout the inspection.
- The inspectors checked evidence of the staff's suitability, qualifications and the nursery's policies and procedures, and looked at the settings' self-evaluation form.
- The inspector completed a joint observation with a member of the management team.

## **Inspector**

Nataliia Moroz, Michelle Bassani

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Most staff use suitable methods for assessing children's development to help them build on children's interests and next steps. However, some staff working with younger children are not fully aware of their role to review children's progress at two years. Therefore, there are some inconsistencies in their practice relating to children's assessments, which means that children's learning needs are not always met. Despite this, staff constantly engage in meaningful conversation with children, which supports their communication and language development. Some staff skilfully challenge more able children and provide opportunities to develop their knowledge further. For example, they play complex table games with numbers, which also promotes children's mathematical knowledge. However, some staff do not organise daily routines and activities well. For example, during mealtimes, children wait for long periods before they have their food; therefore, some children become slightly restless and do not fully enjoy these experiences.

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

Staff provide a safe and welcoming environment. Therefore, children are secure and confident to explore. They settle quickly into the routines because staff follow good settling-in procedures. Staff establish an effective key-person system, which means they continuously meet children's personal care needs. Staff are fully aware of children's dietary needs and support these well. Staff constantly praise children and build their self-esteem. They support children's growing independence in their personal care. All staff are good role models and encourage children to be polite, use their manners and respect each other's needs. Consequently, children behave very well.

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

The manager has a suitable understanding of her responsibilities relating to the statutory framework. She implements a range of procedures and policies to promote children's health, safety and well-being. However, although the manager generally monitors children's progress, she does not fully implement all requirements relating to children's assessments. As a result, there are gaps in the completion of progress checks for two-year-old children. Nevertheless, systems for evaluating what is working and what needs improvement are in place. Moreover, the manager involves staff, parents and children in this process. She sufficiently monitors staff performance through regular supervisions and appraisals, and discusses any plan for their continuous development. Staff attend training to help improve outcomes for children, such as ways to promote children's interest in sensory play. The manager has suitable links with other providers to promote children's learning and care needs.

## Setting details

<b>Unique reference number</b>	147516
<b>Local authority</b>	Barnet
<b>Inspection number</b>	825910
<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>	140
<b>Number of children on roll</b>	263
<b>Name of provider</b>	Clowns Nursery Care Limited
<b>Date of previous inspection</b>	14 April 2011
<b>Telephone number</b>	020 8455 7333

Clowns Nursery Care registered in 1994. It operates in Golders Green, in the London Borough of Barnet. The nursery is open for 50 weeks a year, from 8am to 6pm, Monday to Friday. A variety of sessions are available. The provider employs 44 members of staff, 41 of whom hold relevant childcare qualifications at level 3 or above. Four members of staff hold Qualified Teachers Status.

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