

# Clowns (3) Butterley Park

Clowns Day Nursery, Butterley, Ripley, Derbyshire, DE5 3AD



## Inspection date

27 August 2015

Previous inspection date

16 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a good understanding of safeguarding procedures and know how to identify and report concerns about children in their care.
- Staff know children well and each child forms strong bonds with them. This means children are happy and confident in the nursery and develop a sense of security in their surroundings.
- The thoughtful organisation of the outdoor environment and the varied range of resources encourage children to explore and investigate. This helps them to gain independence in their learning.
- Leaders and managers have a clear drive for the ongoing development of the nursery. They effectively identify aspects in need of improvement. They ensure staff update their skills and knowledge through regular training, which promotes improving outcomes for children.
- Staff provide a good range of resources and activities that interest children and motivate their learning. As a result, all children, including children with special educational needs and/or disabilities, make good progress and are eager to join in.

### It is not yet outstanding because:

- Staff do not always give children enough time to think and respond to the stimulating questions that they ask. This means that opportunities to further extend children's thinking skills are sometimes missed.
- Activities in the pre-school room do not always provide enough challenge to ensure children are learning and achieving at the highest level.

## What the setting needs to do to improve further

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

- ensure that staff give children enough time to think and respond to the stimulating questions that they ask
- provide more challenging activities and increase the potential for children in the pre-school room to achieve at the highest level.

### Inspection activities

- The inspector observed activities in the playrooms and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Lianne McElvaney

## Inspection findings

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

The well-qualified staff team have a secure understanding of the learning and development requirements. They provide a good range of activities to promote children's learning and development. Staff follow children's individual needs and interests to plan a balance of adult-led and child-initiated activities. For example, children have fun finding out where their friends have been on holiday, using the role-play travel agency. The environment is well planned to enable children to select resources to develop their mathematical skills. Staff engage in constant discussion and model language during children's activities. They use questions to encourage children's communication, language development and thinking skills. However, they do not always give children time to consider and answer questions, which limits the opportunities for children to practise their thinking skills. Babies enjoy exploring the environment. For example, they investigate how balls roll down tubes. They become deeply involved in their play. All children make good progress, including those in receipt of funding. However, in the pre-school room some planned activities do not encourage children to achieve at the highest level because they do not challenge children as much as possible. Children gain the skills needed for school. They practise language skills during adult-led activities and learn how to listen carefully and concentrate.

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

The staff team know children well and offer comfort and support to children when needed. As a result, children feel secure and form strong attachments with their peers and other adults. The settling-in process is very flexible, meeting the needs of children and families. Staff use consistent care routines, enabling children to learn about good hygiene and healthy living. Children enjoy physical play outside where they learn to do things safely. Staff offer healthy and nutritious food and drinks, promoting children's good physical well-being. Staff are skilful role models, promoting good manners and helping children to develop self-help skills. Staff manage behaviour well, helping children to learn about acceptable boundaries. As a result, children develop positive attitudes and key skills in readiness for their next stage in learning.

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

The manager and her staff team safeguard children well. They ensure all areas are risk assessed and are free from hazards. The manager and deputy manager work well together, demonstrating a secure knowledge of the learning and development requirements. They monitor the educational programmes well, which ensures activities help children to make progress. Regular meetings take place with the staff team to review the quality of the provision. The manager uses supervision sessions with staff to discuss children's assessment information and monitor their progress. This enables staff to secure the correct intervention if required. Parents benefit from regular opportunities to meet with staff. They comment on the positive relationships staff have with children and babies.

## Setting details

<b>Unique reference number</b>	206305
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	865415
<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>	114
<b>Number of children on roll</b>	148
<b>Name of provider</b>	Clowns Day Nursery Ltd
<b>Date of previous inspection</b>	16 November 2011
<b>Telephone number</b>	01773 747983

The Clowns (3) Day Nursery was registered in 2000. The nursery employs 19 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6. One member of staff has Early Years Professional status and 17 members of staff have level 3 qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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