

Claremont House Nursery School

112 North Road, Retford, Nottinghamshire, DN22 7XN



Inspection date

23 September 2015

Previous inspection date

5 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are very self-confident. Staff provide excellent support for their emotional well-being within a homely and nurturing environment. Children are clearly happy to be at the nursery. They form strong attachments and build extremely close relationships with staff.
- Parents and carers comment that they feel the nursery is excellent. They thank staff for their ongoing support and enthusiasm that inspires their children to want to learn more. Parents have many opportunities to be involved in children's learning. Staff regularly invite them to contribute to children's learning records.
- Staff demonstrate a very good understanding of how to protect and safeguard children. They know the correct procedures to follow should they have concerns about a child's welfare.
- The management team is strong and highly motivated to provide the very best outcomes for children. Self-evaluation is embedded in practice and includes the views of all involved with the nursery and the local authority.

It is not yet outstanding because:

- Daily routines, such as snack times interrupt children when they are engrossed in their play. Children also have to wait too long at times for their lunch and become restless.
- Managers do not make the best use of information gained from evaluating children's assessments.

What the setting needs to do to improve further

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

- review the organisation of daily routines, reducing the interruption to children's engrossed play and the time they have to wait for their meals
- reflect on how information gained from the monitoring of children's achievements can be used more effectively to give groups of children with similar identified needs the potential to make even stronger progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery childcare manager.
- The inspector held a meeting with the nursery childcare manager and the nursery business manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a carer during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Recruitment and induction procedures are clear and vetting procedures for staff are thorough. The childcare manager observes staff practice in order to discuss strengths and areas for improvement during supervision sessions. Staff are continually encouraged to update and develop their childcare knowledge. The staff team use this to continually support children's learning and development. Some staff are working towards higher childcare qualifications. This has a positive impact on the learning experiences offered to children.

Quality of teaching, learning and assessment is good

The manager and staff have a very secure knowledge of how children learn through play. Good teaching helps children to become motivated and independent learners. Staff interact positively with children. Staff allow children to lead planned activities so they remain interested and curious. They encourage babies to explore shredded paper by drizzling it in the air like snow. Outdoors, toddlers are highly engaged. They excitedly find herbs and grass to add to their potion and they mix vigorously to create bubbles. Pre-school children learn to join in with group activities, such as singing times. Children join in with great enthusiasm and follow instructions well. There is strong focus on preparing children for the next stage in their learning journey. All children, including those who speak English as an additional language, develop good speaking and listening skills. Staff engage children in meaningful conversations and use additional strategies, such as signs and symbols to help support children's communication skills.

Personal development, behaviour and welfare are good

Staff place a high priority on supporting children who need additional help to cope with significant changes in their lives. Meals and snacks in the nursery are home produced and varied. Children's dietary requirements are fully met at all times. Children enjoy physical play outside where they learn to do things safely. Staff are good role models. Children behave well and are learning to have regard for each other. However, the formal daily routines, such as children coming together for group snack and lunch, sometimes take too long. This interrupts children who are deeply involved in their chosen play activities, resulting in some children becoming a little restless.

Outcomes for children are good

The manager ensures staff's assessments of children's achievements are accurate. This highlights any gaps in children's development and enables staff to put additional support strategies in place where needed. However, managers do not use assessment information to its fullest effect in order to identify gaps in learning for groups of children. All children, especially those with special educational needs and/or disabilities and those in receipt of funding make good progress given their starting points and capabilities. Staff work closely with professionals and other settings children attend. This ensures children receive consistency in their care and learning.

Setting details

Unique reference number	EY245917
Local authority	Nottinghamshire
Inspection number	860252
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	77
Name of provider	Claremont Early Years Ltd
Date of previous inspection	5 January 2012
Telephone number	01777 705742

Claremont House Nursery School was registered in 2003. The nursery employs 16 members of childcare staff. Of these, 13 hold an appropriate early years qualification at level 3 and above, including the childcare manager who is a qualified teacher. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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