

Clarecroft Day Nursery

Clarecroft Day Nursery, 34 High Street, Northampton, Northamptonshire, NN6 7RD



Inspection date

2 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff plan a broad range of interesting activities which supports all areas of the children's development. They regularly complete observations and assessments of the children, and have a good understanding of what they know, understand and can do.
- Partnerships with parents are good. Staff regularly update parents on their child's achievements, progress and time spent at the nursery. Parents express high levels of satisfaction with the care and learning opportunities their children receive.
- Children and their families are warmly welcomed into this friendly nursery. The effective key-person system ensures children's care and learning is tailored to their unique needs. Children settle well and demonstrate that they feel safe, happy and emotionally secure.
- Staff develop strong partnerships with other providers and professionals who support children with identified needs. This results in a consistent approach to children's learning and care.
- Staff makes good use of the local community to broaden children's range of experiences and develop their understanding of the diversity of the wider world. Children visit the fire station and library, and enjoy journeys on a bus and train. They celebrate Diwali and make fortune cookies in celebration of the Chinese New Year.

It is not yet outstanding because:

- The good systems for performance management and supervision in place are not always effective enough to further enrich staff practice.
- Staff sometimes overlook opportunities to ask probing questions to extend and challenge children's knowledge, understanding and thinking skills as they play. Additionally, younger children's enjoyment in their play and activities is, occasionally, disturbed by older children attending during the school holidays.

What the setting needs to do to improve further

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

- build on the good systems for performance management and how staff are monitored, in order to develop their skills and attributes to further enrich good practice and improve outcomes for children
- use questioning more effectively to stretch and enrich children's understanding and thinking skills, and explore ways of enhancing children's engagement in activities, especially when older children are present.

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 manager.
- The inspector held a meeting with the registered provider and nursery managers. 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 small number of parents during the inspection and took account of their views.

Inspector

Ann Austen

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment and induction procedures are robust. Management and staff complete daily checks to ensure children are not exposed to potential hazards. Security of the building is good and children are supervised well. Management and staff demonstrate a good understanding of the indicator signs of abuse, and understand the procedures to follow to report concerns. A written policy and all relevant guidance documents are in place to support staff practice. Management reflects on the effectiveness of the provision. They strive to provide good quality childcare and continually identify targets for improvement. Staff implement effective procedures to monitor children's attendance and progress. This allows staff to see how children develop over time and helps them to address any gaps in their learning in a timely manner.

Quality of teaching, learning and assessment is good

Staff effectively respond to babies' gestures and sounds. Younger children are encouraged to repeat simple words and phrases during songs, such as, 'Row, row, row your boat'. They join hands with their friends and smile as they rock their bodies. Older children communicate with growing confidence. Children excitedly explain how their map will help them to find buried treasure. They use vocabulary, such as scrunch and squidgy to describe hidden objects in the feely box. Babies and younger children explore paint and splash water in the paddling pool. They develop their hand-to-eye coordination skills as they learn to fill and pour oats from one container to another. Children listen and follow instructions as they make dough. They are encouraged to count the scoops of flour. Older children solve problems, as they work out how to build the marble run and enjoy creating structures out of recycled materials.

Personal development, behaviour and welfare are good

Staff spend time getting to know the children and their families during their effective settling-in periods. This successfully eases transitions and supports new children to integrate into the group. Young babies receive cuddles and comfort if they are feeling upset. Older children confidently explore their surroundings and independently select their desired resources and activities. Children develop friendships. They are encouraged to play cooperatively together to share and take their turn. Children are praised for their achievements, which helps them to develop positive self-esteem. They enjoy a healthy, balanced range of foods. Mealtimes promote good social skills. Children enjoy being physically active in the fresh air. They enthusiastically manoeuvre wheeled toys, climb on the climbing frame and use tools to dig and build sandcastles in the sand.

Outcomes for children are good

All children, including children who have special educational needs or disability, make good progress in relation to their starting points. Staff prepare children with the skills they need to move confidently through the nursery, and eventually, on to school. Children are sociable and encouraged to take responsibility, such as helping to tidy away the toys. The older, most-able children recognise letters of the alphabet and write their name. They manage their own self-care skills well.

Setting details

Unique reference number	EY489420
Local authority	Northamptonshire
Inspection number	1014908
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	56
Number of children on roll	135
Name of registered person	Purley Ltd
Registered person unique reference number	RP534598
Date of previous inspection	Not applicable
Telephone number	01327 844494

Clarecroft Day Nursery was re-registered in 2015. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications ranging from level 2 to level 6. 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. The nursery supports children who have special educational needs or disability.

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