

Inspection date

22 November 2016

Previous inspection date

16 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Leaders and staff have successfully addressed the areas for development identified at the previous inspection. They have implemented an effective development plan and worked well with other early years professionals to improve the provision.
- Children play in a safe and secure environment. Staff are deployed effectively to provide children with the appropriate supervision to help keep them safe.
- Children behave well and staff are good role models. They help children understand how to take turns, share and be kind to others through having clear expectations and boundaries.
- Staff are animated and enthusiastic. The playrooms are highly stimulating and children are consistently engaged in play and learning. There is lots of laughter in the nursery and children show that they are having fun.
- The newly appointed manager has managed weaknesses in practice effectively. A targeted programme of professional development and effective monitoring has resulted in staff having renewed enthusiasm in their roles. This has had a positive impact on children's experiences.

It is not yet outstanding because:

- Occasionally, adult-led activities are ended too abruptly and tidied away. On these occasions, children are not given enough opportunity to put what they learn into practice or extend and consolidate their learning in their own way.
- Sometimes, staff ask children too many questions in quick succession. Children are not provided with enough opportunities to think about the questions asked and respond in their own way.

What the setting needs to do to improve further

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

- provide more opportunities for children to use the knowledge and skills that they have gained through adult-led activities to extend and consolidate their own learning
- give children more opportunities to think about and respond in their own way to the questions that they are asked.

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 nursery management team. 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 parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff are committed to providing high-quality childcare. The evaluation of practice secures ongoing improvements. These are further enhanced through the implementation of new ideas gained from training. For example, staff have improved the outdoor learning space and provided opportunities for children to take part in Forest School sessions to develop their learning further. The well-qualified staff team is supported to access further training and qualifications to enhance their teaching knowledge. Staff demonstrate a secure understanding of how to promote children's learning. The arrangements for safeguarding are effective. Staff have a secure knowledge of the signs and symptoms of possible child abuse. They know how to recognise and report any signs that indicate a child may be at risk of harm. Robust procedures are in place to ensure that any concerns about children's welfare are managed effectively.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments of children's progress to plan precisely to meet their emerging learning needs. They are thoughtful and innovative in planning activities to promote children's next steps in learning. For example, it was identified that some children, particularly boys, are not interested in early writing. Staff use a large scale painting activity to encourage children to make marks and develop skills for early writing. Children paint the wheels of small transport toys and move these across the paper. They excitedly draw circles and cross the lines they have made. This promotes their small-muscle skills and mathematical development as they talk about the patterns they have made. Staff help young children to develop their curiosity and explore the world around them. For example, they encourage them to try different sensory experiences, such as making play dough mixed with tomato ketchup or handling the flesh of pumpkins in their autumn activities.

Personal development, behaviour and welfare are good

There are good procedures to help children make a smooth start to their time in nursery. Children and their parents get to know their key person well. This helps children to grow in confidence and feel secure. Children develop their physical skills well and begin to learn about managing risk. For example, they skilfully use bikes and other toy vehicles to negotiate the paths around the main garden. In addition, they climb and clamber as they build their own structures with crates and planks. Children are enthusiastic to explore everywhere, showing a sense of security and safety.

Outcomes for children are good

Additional funding has been spent on resources to promote the use of technology with pre-school aged children. This was identified as a gap in some children's learning. Children use the touchscreen computer to extend their learning. For example, staff help children to develop an understanding that technology can be used to answer their questions, such as, 'What is a volcano?' All children, including those in receipt of early education funding, are making good progress in their learning. They are well prepared for their move on to school.

Setting details

Unique reference number	EY478405
Local authority	Lincolnshire
Inspection number	1040733
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 - 4
Total number of places	64
Number of children on roll	36
Name of registered person	Clarence House Day Nurseries Ltd
Registered person unique reference number	RP903550
Date of previous inspection	16 February 2016
Telephone number	01476 978720

Clarence House Grantham was registered in 2014. The nursery employs 12 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, four at level 3, one at level 4 and three hold degree level qualifications. The nursery opens Monday to Friday, all year round, from 7.30am to 6pm with the exception of bank holidays and Christmas holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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