

# Clarence House Barns Ely

175 - 179 High Barns, ELY, Cambridgeshire, CB7 4RJ



## Inspection date

25 November 2016

Previous inspection date

14 February 2013

<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
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

- The level of care and teaching for younger children is very high. Staff know children well and prepare a wealth of stimulating experiences in the homely, warm environment available to them. As they play together, staff skilfully promote young children's learning at every chance possible. Consequently, young children are keen to explore and investigate throughout the day.
- A particular strength of the nursery is the exceptionally strong partnerships they have with both parents and other outside professionals. Since coming into post, the manager has worked hard to establish various ways to share information and work in a coordinated way to support children. This has had a very positive impact on children's general well-being and development.
- Children learn about their natural environment both inside and out. They enjoy discovering different textures as they examine fallen leaves, hide toy animals amongst hay or make exciting mixtures from mud. Children grow plants in the garden, and their awareness of living creatures is promoted well as they search for insects under piles of twigs.
- Children build strong relationships with staff and benefit from plenty of cuddles when they are feeling unsure and needing reassurance. Daily routines, such as nap time helps restore children's much needed energy and prepares them well for a busy afternoon playing and learning.

### It is not yet outstanding because:

- During freely chosen play, some staff working with older children do not extend or reshape activities to fully challenge children's concentration and learning.

## What the setting needs to do to improve further

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

- support all staff to provide consistent challenge for older children to promote the highest levels of concentration and learning at every opportunity.

### 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 manager and the area 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 small selection of parents during the inspection, read emails and comments from others and took account of their views.

### Inspector

Jacqueline Baker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has the highest regard for children's safety and uses a variety of ways to help staff to develop their skills and knowledge of all aspects of child protection. Due to her diligence, all staff are knowledgeable and confident in their abilities to identify and report signs of harm for children in their care. Staff have opportunities to improve their qualifications and attend training courses whenever possible. Regular supervisions are undertaken to further improve their skills. Monitoring of children's progress is good and effectively indicates where some children may be at risk of falling behind. Subsequent strategies to address matters are quickly implemented and have a positive affect on children's development. Self-evaluation is embedded in practice and the opinions of all those involved with the nursery are welcomed. Consequently, action plans are firmly focused on improving outcomes for all children.

### Quality of teaching, learning and assessment is good

Children have opportunities to follow their own interests and play inside and out in the garden. During activities older children are keen to demonstrate their skills and recall what they have recently found out. For example, children talk about the number of legs a spider has and accurately count on their fingers to the number eight. Children's early writing is used purposefully in the nursery to indicate which coat peg is theirs and this boosts their confidence in their own abilities. Younger children are inquisitive, imaginative and are continually busy and active. They pretend to make cups of tea and show good concentration as they carefully cover toys with blankets in readiness for a nap. Skilled staff help children learn new words as they play and as a result, young children take great delight in naming their favourite toy animals. Staff make observations of children as they play and these are used accurately to assess children's development. Information is shared successfully with parents and in feedback, parents say how children have benefitted from attending the nursery.

### Personal development, behaviour and welfare are good

Children demonstrate their sense of security as they move freely around the nursery. Their physical skills are enhanced during outside play and also as they use tools, such as paintbrushes, dough cutters, pens and pencils. Children play together happily and when necessary staff use consistent strategies to help them behave appropriately. Children learn to help tidy away playthings and undertake self-care routines independently.

### Outcomes for children are good

Children make good progress from their starting points and gain the skills needed for their move to school. Additional funding is used effectively to support identified children and generally enhances their early years experiences. Children speaking English as an additional language soon learn new words and successfully communicate with friends and staff alike.

## Setting details

<b>Unique reference number</b>	EY451670
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1066204
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Clarence House Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP903550
<b>Date of previous inspection</b>	14 February 2013
<b>Telephone number</b>	01353 667819

Clarence House Barns Ely was registered in 2012. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round apart from one week between Christmas and New Year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

