

Inspection date

24 May 2017

Previous inspection date

5 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not use information obtained from observation and assessment effectively to inform future planning and to support children's individual learning so that each child makes the good progress of which they are capable.
- The quality of teaching is variable. Some staff working with the younger children are not fully effective in supporting their communication and language development.
- Systems for monitoring staff practice are not fully effective to improve the quality of teaching. The provider does not make consistently good use of self-evaluation to improve outcomes for children.

It has the following strengths

- Staff support children in learning about how to lead a healthy lifestyle. For example, they talk to children about the benefits of exercise and why it is important to wear hats and sun cream on hot, sunny days.
- Children form warm friendships with their peers and relate well to the staff who care for them. Older children regularly involve staff in their play. Children enjoy leading their play and creating their own games.
- Staff are deployed well and children are fully supervised at all times. There is a calm atmosphere in the playrooms. Planned activities, toys and resources are organised to ensure all children have equal access and are able to make decisions for themselves.
- Parents and carers share positive views about the care that staff provide.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ use the information gathered from observations and assessments effectively to plan for children's individual learning so that each child is supported to make consistently good progress	30/06/2017
■ develop the procedures for monitoring the quality and consistency of teaching, particularly in relation to communication and language.	30/06/2017

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

- make better use of ongoing self-evaluation to identify and address all areas that require improvement.

Inspection activities

- The inspector completed joint observations with the manager and observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the manager and spoke to the trustees, deputy, staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Hayley Lapworth

Inspection findings

Effectiveness of the leadership and management requires improvement

The inspection was prioritised following a concern about the provider's ability to effectively manage children's behaviour. An incident did take place. However, management have been proactive to ensure all staff are fully competent in implementing the procedures for managing children's behaviour. The arrangements for safeguarding are effective. All staff are aware of the procedures they must follow in the event of a child protection concern and understand the indicators that a child's welfare may be at risk. Self-evaluation is not fully effective in identifying all areas that require improvement, although the provider has recently taken action to increase the variety of learning experiences in the outdoor area. Staff understand the benefits of working in partnership with other providers to ensure a consistent approach to children's care and learning. Parents and carers appreciate the strict security arrangements on arrival and collection.

Quality of teaching, learning and assessment requires improvement

Staff practice is variable across the setting. The arrangements for planning for children's individual learning are not fully effective. This impacts on the progress children make. Older children are frequently encouraged to verbally engage with staff in their chosen activity and staff ask questions to make them think. However, at times, staff working with younger children miss valuable opportunities to extend their communication and language development. All ages of children show great enthusiasm for playing matching games with their peers. Older children's creativity is supported well. They enjoy role play, pretending to be doctors and vets, giving treatment to toy animals, staff and visitors.

Personal development, behaviour and welfare require improvement

Staff manage children's behaviour well. Following a recent incident, staff have improved their practice to ensure they implement a consistent approach to managing children's behaviour across the setting. Children are encouraged to think about their own safety and the safety of their peers. For example, staff remind them to take care and slow down when they speed around on tricycles in the outdoor area. Children's emotional security is supported effectively. Settling-in procedures are organised well, dependent on children's individual needs and their parents' wishes.

Outcomes for children require improvement

Children are developing some skills in readiness for their future learning as they move on to pre-school and school. However, staff practice is not fully effective in planning for children's individual learning or supporting younger children's language and communication development.

Setting details

Unique reference number	200556
Local authority	Warwickshire
Inspection number	1089849
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	40
Number of children on roll	78
Name of registered person	Clopton Nursery Trust Ltd.
Registered person unique reference number	RP521918
Date of previous inspection	5 January 2015
Telephone number	01789 269360

Clopton Nursery Trust Ltd registered in 2000. The nursery employs 14 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 2 and above, including the manager with early years professional status. The nursery is open Monday to Friday, from 8.45am to 3.20pm, during term time only. The out-of-school care is provided Monday to Friday, from 8am to 8.45am and 3.20pm to 6pm during term time and Monday to Friday, from 8am to 6pm during school holidays.

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