

# Claremont House Nursery School

112 North Road, Retford, Nottinghamshire DN22 7XN



## Inspection date

3 September 2018

Previous inspection date

23 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Staff are deployed effectively, ratio requirements are met and children are supervised well at all times. The indoor and outdoor environments are safe and secure for all children.
- The manager monitors how well individual children and different groups of children are progressing in their development and uses this to inform practice and enhance learning.
- Staff know children very well and assess their development accurately. They record detailed observations of their achievements and plan effectively for their next steps in learning. Children have access to a wide range of interesting resources that encourages them to explore and investigate.
- Effective and flexible settling-in procedures help children to settle quickly. Transitions between rooms and on to school are managed well. Children develop secure emotional attachments to staff.
- Staff are calm and sensitive as they help children to understand what is expected of them. Children build early friendships and play collaboratively. They are very happy and confident in this nursery. Staff offer them plenty of praise and encouragement that helps to build their self-esteem.

### It is not yet outstanding because:

- The monitoring of staff practice is not rigorous enough to identify clearly how individual staff can raise the quality of their practice and teaching to the highest level.
- Staff do not consistently share precise details about children's individual next steps for learning with parents and fully engage them in learning at home.

## What the setting needs to do to improve further

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

- refine staff supervision and monitoring, to identify individual development needs and tailor support to help them to raise the quality of teaching to a higher level
- strengthen information sharing with parents about their children's individual next steps for learning and how they can support learning at home.

### Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- 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 evaluation of an activity with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working at the nursery.

### Inspector

Teresa Lester

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of the safeguarding policy and procedures. They understand what to do if they have a concern about a child or another member staff. The management team ensure that staff are suitable to work with children. They use effective recruitment, supervision and training to help new staff to become familiar with their roles and responsibilities. The manager seeks feedback from staff and parents to contribute to the self-evaluation of the provision. As a result, the manager is in the process of improving the outdoor play environment to benefit children even further. Parents are extremely complimentary about the service provided. They say that their children are happy and enjoy their time at the nursery.

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

Staff support children's language and communication skills well. They encourage babies and toddlers to choose their favourite songs. Children become excited as they sing the words and demonstrate they know all the actions. Older children are confident to share their thoughts and use their imaginations. They work together to set up a car wash and eagerly spend time washing all of the outdoor wheeled toys. The experienced and well-qualified staff interact positively with children and join in with them as they play. They help them to understand how to play traditional games, such as hide and seek. They encourage them to play fairly and not to cheat. Children join in enthusiastically and confidently count as part of the game.

### Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into this inclusive nursery. Staff respond sensitively to their individual needs and wishes. Children are encouraged to share and celebrate their home experiences. They learn about and celebrate the difference between people. Children are physically active; they develop their physical strength, balance and coordination. Babies crawl with confidence, pull themselves up and learn to walk. Older children eagerly climb and balance on large fixed equipment. Children enjoy healthy meals that meet their individual dietary requirements. Children talk about healthy eating as they sit together for snack and mealtimes. They learn about where foods come from. They enjoy planting various fruit and vegetables in the nursery garden and monitor their growth.

### Outcomes for children are good

Children are working comfortably within the stages of development typically expected for their age. They are developing the skills and attitudes they need for their future, including school. Children experiment, explore and learn through trial and error. Older children use mathematical language as they play. They are beginning to count and notice differences in size and capacity. Children enjoy looking through books with their friends and talk about their favourite characters. Early writing skills are emerging as children make marks and begin to recognise the letters that form their names.

## Setting details

<b>Unique reference number</b>	EY245917
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10065283
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	54
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Claremont Early Years Ltd
<b>Registered person unique reference number</b>	RP521021
<b>Date of previous inspection</b>	23 September 2015
<b>Telephone number</b>	01777 705742

Claremont House Nursery School registered in 2003. The nursery employs 15 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6 and 11 hold qualifications at level 3. 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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