

# Clarence House Chatteris

Oakdale, Bridge Street, Chatteris PE16 6RN



<b>Inspection date</b>	3 June 2019
Previous inspection date	15 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of 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 is a provision that requires improvement

- Risk assessments are not used effectively to identify and minimise all potential hazards. Children's safety is not well supported
- Information about children's dietary requirements is not consistently available to all staff. Children's specific needs are not always met.
- The nominated individual has not provided Ofsted with details of the new manager, as required. However, this does not have a significant impact on children's safety and well-being as suitability checks have been conducted.
- On a few occasions, strategies to fully involve parents in children's learning are not highly successful.
- Staff do not provide enough opportunities for children to use their first language in their play.

### It has the following strengths

- Staff work well in partnership with other professionals. They establish an effective two-way flow of information that provides children with continuity in their care and learning.
- Children settle quickly and enjoy themselves at the nursery. They self-select from a good range of toys and resources.
- Children develop good bonds with staff. They demonstrate that they feel safe and secure. Children are confident to seek cuddles should they need reassurance.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take all reasonable steps to ensure all potential risks to children's safety are managed and addressed as swiftly as possible	17/06/2019
improve procedures to ensure that information about children's specific dietary requirements is made available to all staff.	17/06/2019

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

- extend further the current opportunities for parents to understand what children need to do next in their learning and how to support their children's learning at home
- increase opportunities for children to use their first language in their play, promoting their communication and language skills further.

### Inspection activities

- The inspection was conducted as a result of the risk assessment process, following information Ofsted received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection and completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Gail Warnes

## Inspection findings

### Effectiveness of leadership and management requires improvement

Staff are not always vigilant in identifying potential hazards to younger children as they move from outdoors to indoors at the nursery. For example, on the day of the inspection, although adult-to-child ratios were met, staff did not take appropriate action to reduce the risk of trip hazards to children. However, staff follow correct procedures to inform parents should children have an accident. Overall, the manager has suitable arrangements to evaluate the nursery and has identified some areas to improve. The manager conducts regular supervision meetings with staff and implements appropriate measures to support underperformance and develop staff knowledge and skills. Safeguarding is effective. Staff are confident about child protection processes. They know what to do should they have any concerns about a child's welfare.

### Quality of teaching, learning and assessment requires improvement

Staff observe children as they play and plan a good range of activities that support their emerging interests. However, information is not successfully shared with all parents to promote children's ongoing learning at home. Strategies to support children who speak English as an additional language are not consistently effective to ensure they make good progress. Nevertheless, children use numbers and count accurately as they play. Children enjoy sharing stories, singing songs and repeating rhymes. They anticipate words and phrases as they look at their favourite books with staff. Older children identify and begin to write their names. They recognise the sounds that letters represent.

### Personal development, behaviour and welfare require improvement

There are occasions when children's safety is affected due to the insufficient assessment of potential hazards. However, children display good levels of confidence and enjoy exploring indoors and outdoors. The manager gathers and records information from parents about children's specific dietary needs. However, this information is not consistently available to all staff. This means that when staff from other nurseries in the group cover staff absence, they do not always understand how to meet all children's specific dietary needs. Staff ensure fresh drinking water is available at all times. They ensure children are protected from the sun during warmer weather. Babies benefit from staff's gentle interactions that soothe and encourage them to babble and say their first words. Babies have good space and opportunities to develop their physical skills, such as crawling, standing and walking. Staff work closely with parents to provide children with a homely environment that reflects their existing routines. Parents are positive about the nursery. They state that their children are happy and form good relationships with staff.

### Outcomes for children require improvement

Some children do not make enough progress. Despite this, they are eager to do things for themselves, and develop good hygiene and self-care routines. Children learn to share and take turns, forming friendships as they seek each other out to share experiences. They behave well and listen to staff. Children show good levels of concentration during short-group activities. This provides them with some of the skills required to support the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY489097
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10109105
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	70
<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>	15 April 2016
<b>Telephone number</b>	01354 694792

Clarence House Chatteris registered in 2015. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, and two hold appropriate early years qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am 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.

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