

Claremont Day Nursery

Claremont Court, Tebbutts Yard, Earls Barton, Northampton,
Northamptonshire NN6 0JN



Inspection date	22 August 2019
Previous inspection date	21 June 2016

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

This provision is good

- The good qualification levels of staff reflect in their secure understanding of how children learn. Staff provide a stimulating learning environment both indoors and outdoors. Children have plenty of opportunities to make choices and to be independent. This helps to motivate children to explore, play and learn.
- All children make good progress in their learning and development, relative to their starting points.
- Staff take children on regular outings that help them to learn about the world around them. For example, older children enthusiastically recall a recent visit to a farm. They explain facts they have learned, for example corn is used to make bread.
- Key persons tailor settling-in arrangements for each child. They provide consistent personal care and flexible routines for babies and younger children. This helps children to feel settled and secure in the nursery.
- Staff develop good partnerships with parents. They share daily information with parents and invite them to contribute to their child's online learning journal. Staff provide activity ideas that help parents to support continuity in their children's learning. For example, they help parents to extend their children's knowledge of shapes and patterns.
- The manager reflects on her provision and she seeks the views of parents and other professionals. This helps her to identify areas for development. For example, she has improved the organisation of daily routines to help children to play uninterrupted.
- Staff do not make the most of opportunities to further extend younger children's speaking skills.
- The manager does not monitor the progress made by groups of children fully, particularly to help to identify how she can support children to make the highest rates of achievement.

What the setting needs to do to improve further

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

- focus teaching more precisely on supporting younger children to develop their speaking skills even further
- strengthen the monitoring of groups of children to identify how children can be supported to make even better progress.

Inspection activities

- The inspector spoke to parents 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 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 manager. She looked at relevant documentation, such as evidence of the suitability of staff working at the nursery.

Inspector
Vicky Weir

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs that may indicate a child is at risk of harm. They know how to report any child protection concerns. Leaders' recruitment procedures help ensure staff are suitable before they have any unsupervised contact with children. Their induction procedure helps new staff gain a good understanding of their roles and responsibilities. This promotes children's safety and welfare. The manager helps staff to develop their knowledge and skills well. She monitors their teaching and provides them with regular supervision meetings. Staff act on her suggestions and this helps them to improve their practice. As a result of targeted training, staff have helped babies to explore different materials more freely.

Quality of teaching, learning and assessment is good

Staff assess children's learning accurately and identify what they need to learn next. They use skilful questions that help older children to explain their ideas. For example, staff help children to answer the question 'what happens to the rubbish in the truck?'. They encourage children to examine a toy model refuse truck and discuss the parts. Staff use simple words and gestures that help babies to develop their play and understanding. For example, they help babies learn how to use scoops to pick up sand and containers to pour water. Staff help babies to anticipate repeated sounds, and lights when they use a battery-powered toy. They teach children literacy and mathematical skills effectively. For example, staff help two-year-old children to count items. They teach them words that describe the position of an object. Staff help older children to separate a group of marbles in different ways. Children learn to recognise that the total is still the same. Staff provide planned activities that help older children learn effectively about the sounds associated with letters.

Personal development, behaviour and welfare are good

Staff support children's emotional and physical needs well. Children enjoy their active play outside thoroughly. Staff support children's independence effectively. They teach older children to dress in preparation for times at school when they may need to change clothes. Staff encourage babies to feed themselves. They help children learn to behave well. Staff praise two-year-old children often for their positive behaviour, such as sharing. Older children learn the rules and expectations well. For example, they use the timer to help them to take equal turns with popular resources, such as the computer. The manager plans interesting activities that help older children to learn about their community.

Outcomes for children are good

Children confidently develop the necessary skills to support them in their eventual move to school. Older children gain appropriate mathematical and literacy skills. For example, they identify rhyming words in a well-known story. Toddlers listen attentively to stories. They gain a sense of responsibility as they eagerly help to tidy away toys. Babies babble happily and learn to walk. Two-year-old children use numbers in their play and they complete simple puzzles. Children develop their physical abilities well and toddlers learn to climb steps. Older children use tools, such as tweezers, with accuracy.

Setting details

Unique reference number	258936
Local authority	Northamptonshire
Inspection number	10072736
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	49
Number of children on roll	57
Name of registered person	Claremont Day Nursery Limited
Registered person unique reference number	RP522190
Date of previous inspection	21 June 2016
Telephone number	01604 810449

Claremont Day Nursery opened in 1986. The nursery employs 12 members of childcare staff. All members of staff hold appropriate early years qualifications between level 2 and level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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