

Inspection of Clarence House Chatteris

Oakdale, Bridge Street, Chatteris PE16 6RN

Inspection date: 30 July 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children engage in fun activities at this warm and welcoming nursery. They have good opportunities to explore, experiment and use their senses as they play and learn. Toddlers use soap and water to wash dolls and real toothbrushes and toothpaste to brush the dolls teeth. Older children combine ingredients to make their own ice cream and observe how this changes from liquid to solid. In the toddler garden, children hunt for spiders and bugs and tick them off on their bug bingo sheet.

Children have developed close, loving relationships with staff. Babies readily welcome comfort and reassurance from trusted adults. They seek them out to sit on their knee and look at a book together. Children are happy. Babies giggle when they make animal noises with the staff. Older children squeal and laugh when they are 'found' by a staff member in an enthusiastic game of hide and seek.

Children are well prepared for starting school. They show good perseverance in activities, are independent in their self-care and can sit and listen well in a group. Children help each other in activities and talk about their best friends. Behaviour is good. Strategies, such as a sand timer are used when needed, to help young children take turns with resources. Children receive meaningful praise for their achievements which helps to continually foster their self-esteem.

What does the early years setting do well and what does it need to do better?

- Leaders have worked hard since the last inspection to raise standards in the nursery. An effective system of constant risk assessment is now embedded to ensure children are cared for in a safe environment. Children's dietary needs are known and adhered to by all staff.
- The new manager demonstrates passion and an ambitious vision for the future of the nursery. She is well respected by staff, who welcome the experience and guidance she has to offer them. Leaders consistently evaluate the ongoing performance of the nursery and have a clear plan for development. There is a very strong focus on the continuous improvement of staff practice to ensure children receive the very best learning experiences.
- Staff demonstrate a good understanding of children's personalities and individual learning styles. Children benefit from meaningful learning. The curriculum is planned well to build on what children already know. Staff's subject knowledge and teaching is of a consistently good level and exceptionally strong in some cases. They communicate well with children and provide good opportunities to strengthen and extend children's learning as they play.
- Children with special educational needs and/or disabilities receive good support. Staff are quick to identify where additional support may be required. They work

with families and other professionals involved in the child's life to help narrow any gaps in attainment and provide a fully inclusive learning environment.

- Partnership working with parents has greatly improved since the last inspection. Parents receive constant communication about their children's learning and development. Staff give parents activity ideas on how they can support learning at home. Parents regularly take books home to read with their children and have taken part in a toddler baking event. Parents feel staff are helpful, adapt well to suit their child's needs and give clear advice.
- Leaders work closely with schools to support children's transitions as they move on to the next stage in their learning. Some children also attend other settings as part of their early education experience. However, staff do not consistently find out about children's interests and achievements in these settings to help provide continuity of care and to further support children's development.
- The nursery's curriculum for mathematics fully supports and develops children's understanding of number, counting and different mathematical concepts. During a cooking activity, children are introduced to large numbers on a weighing scale. In the toddler garden, children can identify which stones are the biggest and which are the smallest. Children build tall towers and confidently count the number of bricks they have used.
- Staff are valued and their well-being is highly prioritised. They are encouraged to discuss any worries they may have as a team and give praise to their colleagues in the 'positivity pot'. This helps to motivate staff and build moral. Staff meet regularly with the manager and are supported well in their professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate secure knowledge of the nursery's safeguarding procedures and understand their duty to protect children in their care. All staff have completed safeguarding training and their knowledge is regularly tested and refreshed in staff meetings. They can identify a wide range of safeguarding concerns, including signs that children may be at risk of radicalisation. Staff know how to report concerns about other adults involved in the care of the children. Recruitment of staff is robust and there are procedures in place to check the ongoing suitability of staff.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that children attend, to improve information sharing and the development of a shared approach to supporting children's care and learning.

Setting details

Unique reference number	EY489097
Local authority	Cambridgeshire
Inspection number	10112839
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	47
Name of registered person	Clarence House Day Nurseries Ltd
Registered person unique reference number	RP903550
Telephone number	01354 694792
Date of previous inspection	3 June 2019

Information about this early years setting

Clarence House Chatteris registered in 2015. The nursery employs 10 members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector undertook a learning walk with the manager to find out about the nursery and the children who attend.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and evaluated with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents to gain their views.

We carried out this inspection 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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