

# Inspection of Clarence House Barns Ely

175 - 179 High Barns, ELY, Cambridgeshire CB7 4RJ

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Inspection date: 10 January 2022

**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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are well settled, relaxed and happy. They build strong bonds with staff and show that they feel safe and secure. Children are gaining increasing levels of self-control. They listen to staff's calm explanations about behavioural expectations. Children learn to take turns and share. They show respect towards each other, staff and the environment.

Babies have good space and opportunities to explore and develop good physical skills. They proudly show the marks they make when exploring paint. Toddlers benefit from staff's very calm spoken tones that help to create a positive and calm learning environment. They thoroughly enjoy their explorations of sand and water or choosing books that staff read to them with enthusiasm. Older children have fantastic opportunities to make predictions and speculate as they play, such as when they build volcanoes. They fill bottles with baking powder and share their thoughts about what will happen when they add vinegar to the bottle. Children say it might 'fizz' or that there will be 'bubbles'. They learn that the bottle represents the magma chamber in a volcano. They watch, with awe and wonder, the reaction of the mixed substances that bubble rapidly, overflowing the bottle to replicate lava. Children remember the song staff have created to help them remember the scientific terms of a volcanic eruption.

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

- The manager provides staff with a clear curriculum that helps children build their knowledge and skills over time. The manager ensures that additional funding some children receive is used carefully to support any emerging gaps in their learning or to broaden their experiences.
- Staff know children well. They know what each child needs to learn next. Staff follow children's lead in play and emerging interests to engage children in learning. For example, children learn about numbers and quantity as they start to write recipes when they role play baking cakes.
- Children frequently choose to share books with staff. They enjoy listening to stories in small groups and individually. Staff understand the importance of helping children to build a love of reading. They ensure children have ready access to a good range of books that support their interests. Children remember words and phrases from their favourite books. For example, children know the details of the food the 'Very Hungry Caterpillar' ate.
- Staff act as good role models for children to help build and develop their speaking skills and a broad vocabulary. They sing songs throughout the day with children, who are often heard singing songs spontaneously as they play. Staff know that the repeated words and phrases in songs help children to build good communication and language skills. They talk to children as they play and

introduce new words to support their understanding. For example, when children use cooking utensils, such as spatulas in play, staff suggest they 'sweep' up the small sticks. Staff name the colours of the butterfly and encourage younger children to match the coloured pom-poms to the picture. Children are engaged in purposeful play and show they are developing good levels of attention.

- Staff working with children with special educational needs and/or disabilities know the children and their families well. They forge strong links with other professionals to help children receive appropriate support to help them make good progress.
- Staff state that they feel well supported to fulfil their roles and that their workloads are manageable. They receive training and coaching to support their continued development and professional qualifications. The experienced and motivated manager values her staff and ensures their efforts and achievements are recognised. This helps to create a harmonious and family environment in which children feel valued.
- Parents are positive about the nursery and the staff. They state they feel well informed about their child's day and the progress they make in their learning and development. However, not all parents know what they can do to support their child's learning at home.
- Sometimes, staff working with small groups of children allow more confident children to dominate their attention. Quieter children have fewer opportunities to answer questions and share their thoughts and ideas.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff confidently fulfil their role to protect children from harm. They know the possible indicators for child abuse and neglect. Staff know what to do should they have any concerns about a child's welfare. Leaders ensure staff receive regular training about safeguarding and child protection. Staff demonstrate a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremist ideas. Staff know what to do if they are concerned about other staff's practice and how to follow the nursery's whistle-blowing policy. Leaders follow robust recruitment processes that help to assure the suitability of adults working with children.

## **What does the setting need to do to improve?**

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

- enhance partnerships with parents further to help all parents understand how to support their child's individual learning at home
- provide all children with equal opportunities to share their thoughts and ideas.

## Setting details

<b>Unique reference number</b>	EY451670
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10218433
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Clarence House Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP903550
<b>Telephone number</b>	01353 667819
<b>Date of previous inspection</b>	25 November 2016

## Information about this early years setting

Clarence House Barns Ely registered in 2012. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, including the manager who holds an early years qualification at level 6. The nursery opens from Monday to Friday all year round apart from one week between Christmas and New Year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gail Warnes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children and staff spoke to the inspector during the inspection.

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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