

Inspection of Clarence House Papworth

Elm Way, Papworth Everard, Cambridge CB23 3RY

Inspection date: 17 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have developed warm, close relationships with the adults who care for them. Staff are kind and caring. Babies welcome cuddles and like the reassurance this brings. They enjoy exploring books and making the exciting new animal noises they have learned. Staff respect children's individual care routines and work closely with parents to meet these. In pre-school, children communicate well with staff to express their wants and needs, including those children who speak English as an additional language. All children happily explore their environment and make their own choices in their play.

Children enjoy being outdoors and have good opportunities to be physically active. In the garden, they excitedly play hide and seek with staff and use their imagination well as they pretend to make mud cupcakes. Inside, the eldest children skilfully use pipettes, demonstrating good hand-and eye-coordination to move different coloured water from a jug and place it in a cup. They show genuine excitement when they mix the waters to make new colours. Toddlers draw their own pictures, engage in role play and join in familiar songs with their friends.

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

- Staff show that they know their key children well. They understand their level of development and what they need to do to help them make further progress in their learning. Staff think about children's interests when creating the environment and the activities they offer.
- The manager is well respected, and staff say that they receive good support. She demonstrates a positive vision for the future to provide the very best care and education for children. She meets regularly with staff and offers professional development opportunities. However, these opportunities and her monitoring of staff practice is not yet highly focused on developing and supporting staff's teaching skills to the highest level.
- Staff are quick to recognise those children who may need extra support with their learning. They work closely with families and seek advice from other professionals to help meet their needs.
- Children regularly sing songs and show a good interest in books from an early age. Babies excitedly lift the flaps in books to look at the picture underneath. The eldest children listen and join in with rhymes that help to support their understanding of letter sounds. Staff talk to children as they play to help increase their language skills. They hold conversations about the weather and foods they eat at home when making pizza with dough.
- Staff share regular updates about children's progress with parents through an online platform. They ensure parents are very well informed about their child's day at collection time. Parents feel that staff communicate well with them, so

that they are always aware of what is happening in the nursery and specifically with their child. They are pleased with how staff have supported their children to quickly develop their language skills in English.

- Children behave well and staff consistently reinforce the fundamentals of sharing and turn taking with their peers. Children are developing their independence skills in preparation for life. Older children scrape their plates after lunch. They attempt to dress themselves for outdoor play. Toddlers learn to feed themselves using cutlery and manage their own self-care skills, such as independent handwashing.
- The nursery is safe and secure. Daily risk assessments of the premises ensure hazards are quickly identified and minimised. Staff are vigilant about children's whereabouts in the nursery and supervise them well.
- In the toddler room, routine activities, such as nappy changes and lunchtime, are seen more as chores by staff, rather than opportunities to support learning. Staff do not use these times well for role modelling expectations, supporting social interactions, and promoting communication and language.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a clear understanding of the different types of abuse and how to recognise signs and symptoms. They know how to identify children who may be at risk of radicalisation and female genital mutilation. Staff are aware of the procedures for reporting any concerns they may have about adults and children in the nursery. Their knowledge is regularly updated and tested through training and in staff meetings. A robust recruitment system is in place to ensure the suitability of all staff working with the children.

What does the setting need to do to improve?

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

- help staff to understand how daily routines impact on children's learning experiences and support their individual needs at these times
- improve ongoing performance management of staff so that professional development opportunities enhance teaching skills and reflect the needs of the children in the nursery.

Setting details

Unique reference number	2555121
Local authority	Cambridgeshire
Inspection number	10218434
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	53
Number of children on roll	72
Name of registered person	Clarence House Day Nurseries Ltd
Registered person unique reference number	RP903550
Telephone number	01480 700 680
Date of previous inspection	Not applicable

Information about this early years setting

Clarence House Papworth registered in 2019. The nursery employs nine members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 2, 3 and 6. 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.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 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 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 interactions between staff and children.
- A joint observation was completed and evaluated with the manager.
- Staff spoke to the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.

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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