

Inspection of Clarence House March

72 Station Road, March PE15 8NP

Inspection date: 12 January 2023

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 enjoy their time at this nursery. They show good levels of engagement in their chosen activities. Children are confident to share their explorations and play with staff. They have plenty of opportunities to explore why things happen and speculate what may happen next. For instance, they benefit from staff's skilful interactions that help them to ponder and consider the effects of water on plastic bricks when they become 'slippery'.

Children listen to staff and behave well. They learn to take turns and share from an early age. Children show respect towards each other and the environment. For example, they confidently negotiate the outdoor space using balance bicycles, taking care not to disrupt their friends' play. Children are willing helpers when it is tidy-up time. Babies are calm and settled. Staff ensure their individual needs are promptly met. Babies have plenty of space to explore and safely practise their developing physical skills. Children build good communication skills from the start. Babies confidently babble and staff repeat sounds and words back to them, building the foundations for conversation. Children join in with songs and show good levels of attention as they listen to stories.

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

- Leaders have worked closely with the local authority since the last inspection to improve children's experiences at the nursery. This has helped to establish a clear curriculum that helps children build on what they know and can do. Staff understand the curriculum well. They blend child-led activities with insightful interactions that help to extend children's learning effectively.
- Staff follow children's lead in play and sensitively join in to help build their skills and knowledge. For example, when children choose to play with bats and balls outside, staff help them to develop hand-to-eye coordination and catch a ball when thrown to them.
- Children are keen to do things for themselves. Staff ensure that children have plenty of opportunities to practise new skills over time. This helps children develop independence, for example, in managing their toilet needs, serving food, pouring drinks and putting on their coats and shoes. This also helps to build good levels of self-esteem.
- Staff provide children with a wide range of books that children freely choose from. They are committed to helping children build a love of books and reading. Children go on regular trips to the library with staff and help to choose books to take back to the nursery.
- Staff work well together as a team. They say they enjoy working at the nursery and feel well supported to fulfil their roles. Staff benefit from regular supervision meetings that help to develop and improve their knowledge and skills.

- Parents are very positive about the nursery and staff. They state that they believe their children are safe and well cared for. They add that they know what their child needs to learn next and what they can do to help at home. Parents notice the progress their children make, particularly in their growing confidence and communication skills.
- Children with special educational needs and/or disabilities are well supported. Staff work well with parents and other professionals to adapt practice and the environment to meet children's specific needs. The manager works sensitively with parents to help them navigate the pathways to receive the professional support their child is entitled to.
- Leaders quickly identify children who may be at risk of falling behind their peers. They make effective use of additional funds children may receive to help them catch up and continue to build good attitudes to learning.
- Staff talk to children as they play. They ask questions and introduce words to help children build a wide vocabulary. However, the programme of phonics that staff follow for older pre-school children is not used by all schools that children will move to. In addition, staff tend to overstate the sounds that letters represent. This creates confusion for some children and is not helpful in supporting children's readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff receive regular safeguarding training and updates. Staff confidently identify possible indicators of abuse and neglect. They know how to refer any concerns they may have about a child's welfare to relevant agencies. Staff know the process to follow should they have any concerns about an adult working with children. They demonstrate a good knowledge of a wide range of safeguarding issues, such as the risks to children of hearing extremist views. 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 partnership working with the schools that children will move on to and help children build the knowledge and skills they need for future learning.

Setting details

Unique reference number	EY500408
Local authority	Cambridgeshire
Inspection number	10222392
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 4
Total number of places	50
Number of children on roll	56
Name of registered person	Clarence House Day Nurseries Ltd
Registered person unique reference number	RP903550
Telephone number	01354 278081
Date of previous inspection	20 January 2022

Information about this early years setting

Clarence House March registered in 2016. The nursery employs nine members of childcare staff, including the manager. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector discussed any continued 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 talked to staff and children at appropriate times during the inspection and took account of their views.
- 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.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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