

# Charlton Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY284059
<b>Inspection date</b>	25/11/2008
<b>Inspector</b>	Heather Morgan / Ruth Thrasher
<b>Setting address</b>	49 Charlton Drive,, Wraxall, Bristol, BS48 1PF
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Charlton Nursery is a privately run nursery situated in the grounds of The Downs School, Wraxall, North Somerset. The nursery operates from a detached building within two and a half acres of land and provides day care and education for a maximum of 83 children in the early years age group, at any one time. The nursery is registered on the Early Years Register. Accommodation is arranged over two floors in the main building, and there is a separate, single-storey pre-school unit. There is a small step at the front of the building and access via ramps at the rear. Rooms are split into four age groups. The nursery benefits from a large, secure outside play area which includes play and climbing structures.

The nursery opens on weekdays between 07.30 and 18.30, 51 weeks per year. There are currently 139 children attending who are all in the early years age group.

The directors employ a manager and 29 additional staff who work directly with the children, five of whom are currently on maternity leave. Most staff have level 3 qualifications or above and the pre-school unit is led by a qualified teacher. In addition, an administrator, cleaners and cooks are employed. The nursery receives support from the local authority and also works closely with the school in whose grounds they are situated. Children have access to some of the school facilities.

## Overall effectiveness of the early years provision

Children are happy, settled and engage confidently in nursery activities that support their learning and development. All children are welcomed into the nursery and staff generally support them well in becoming enthusiastic learners. Children with specific needs are supported well through close consultation with parents and other professionals. All of the staff regularly reflect on their own practice and identify ways to continually improve outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the use of assessment to plan next steps for learning for each child, based on what they already know and can do
- encourage children to recognise their own unique qualities and the characteristics they share with other children

## The leadership and management of the early years provision

Daily routines are well organised and staff are deployed effectively to support children in accessing the activities of their choice. Room leaders give clear direction to other members of staff, ensuring that everyone is confident about their roles

and responsibilities. Robust recruitment and induction procedures are in place to ensure that children are cared for by appropriately vetted and well qualified staff, who give high priority to promoting children's welfare.

The manager and all members of staff have a strong commitment to improvement and regularly review their practice in order to identify areas for development. For example, the nursery is currently planning to further develop their outdoor play area so that all children can enjoy a wider range of activities such as digging and parking their cars in numbered bays. Regular monitoring of practice and individual discussions with staff enable the manager to support her team in accessing appropriate training to promote their continuing professional development.

Staff and parents develop good relationships with one another and parents are provided with a wealth of information about the nursery, their children's progress and development and the curriculum they are following. Staff gather detailed information about the children when they first start at nursery, which enables them to provide good continuity of care by closely following individual home routines. Parents access the children's attractive and informative development records which provide a clear picture of their children's progress. They are beginning to contribute valuable information about their children's interests and achievements, which provides a strong link between learning at home and at nursery.

## **The quality and standards of the early years provision**

Children have excellent opportunities to develop a healthy lifestyle through the familiar daily routines of the nursery. They regularly play outdoors in the fresh air, or go for walks in the surrounding grounds. Children enjoy exercising to music, running around in the open spaces provided by the garden, and visiting the nearby school hall where they develop specific physical skills such as mastering ball control. Children relish the freshly prepared meals and snacks that provide them with regular, healthy nourishment throughout the day. Excellent attention is paid to meeting children's special dietary requirements.

Children are learning important lessons about keeping themselves safe as they explore different areas of the garden, climb low level trees and manoeuvre their wheeled toys carefully around hedges and play equipment. Staff involve children in simple routines such as counting how many children go out to the garden, then counting them back in to ensure that all are safely returned to their play rooms. The younger children are supported very well in negotiating the stairs so that they too can enjoy regular outdoor play.

Staff know the children well and involve them closely in planning activities that interest them. For example, younger children choose together what resources they would like set out each day, and older children's play and discussion influences the themed activities that are planned for them. The staff's individual approach to planning ensures that each child can access activities that sustain their interest. Consequently, children enthusiastically engage in activities and talk excitedly about what they are doing. Use of the outdoor play area effectively encourages boys and girls to participate in a wide range of activities. For example, boys use the trees to

create imaginary rocket ships which they fly through space, releasing nets on the way to capture aliens on their way to planet Earth. Children play together well and have some opportunities to explore cultural diversity by celebrating different customs and festivals.

Informative observations are used, along with photographs and examples of children's artwork and attempts at mark making, to create a clear log of children's progress and development. Each child has a key person, who knows them very well and uses this information to plan interesting and worthwhile activities. Plans to extend the use of assessments to clearly plot what each child needs to learn next are not yet fully implemented. Nevertheless, careful monitoring of the curriculum and children's play ensures that they are all making progress towards the early learning goals. Staff support children's progress and development through sensitive interaction and encouragement. For example, babies are encouraged to become more mobile and to explore different resources, working out how to build towers or compare the different textures of a variety of materials.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.