

# Childsplay Claremont Nursery Co-operative Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	319148
<b>Inspection date</b>	18/03/2009
<b>Inspector</b>	Kathleen Snowdon
<b>Setting address</b>	17 Claremont Place, Newcastle upon Tyne, Tyne and Wear, NE2 4AA
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<b>Email</b>	
<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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Registered in 1982, Childsplay Claremont Nursery Co-operative is located in the centre of Newcastle, near to Newcastle University and the central motorway. The nursery is a non-profit making organisation registered to look after 70 children aged from birth to under five years, though children are not usually admitted until they are six months old.

The nursery is open from 08.30 to 17.30, Monday to Friday, for 51 weeks a year. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Directed by a committee of parents and staff, the nursery is used by parents working at or attending the university and is also open to the general public. The 95 children on roll attend at various times.

Spread over three levels, the nursery has four main areas: the baby unit, accommodating children aged from birth to 18 months; the toddler unit, accommodating children from 18 to 27 months, the two to three unit, accommodating children aged from 24 months to 36 months and the pre-school unit, accommodating children aged three years and over. There is no lift. Outdoor play takes place in a fully enclosed area at the back of the building.

The manager and deputy are supernumerary. They, and the 23 members of staff who work directly with the children, all hold relevant, professional childcare qualifications. There is additional support from an office manager and kitchen and domestic staff. The group is a member of the National Day Nurseries Association. It supports children who speak English as an additional language and it receives input and advice from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The dynamic key person system produces a superbly inclusive service that meets in full the welfare needs of every child; this underpins the exceptional progress children make in their learning and development. Self-evaluation is excellent, so the scope for further development and improvement is outstanding. Partnership working is similarly impressive. Although there are no significant weaknesses, snack times require further consideration.

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

To further improve the high quality early years provision the registered person should consider:

- increase opportunities for children to develop independence during snack times.

## **The leadership and management of the early years provision**

Documentation is impeccable. It is extremely well organised, readily available, stored securely on site to protect confidentiality and amended as soon as changes occur to keep information up to date and accurate. All essential records and written policies are in place. As well as this, the registration and public liability insurance certificates are prominently displayed to allow scrutiny as are details about how to make a complaint. This contributes to the highly efficient way in which the nursery operates.

Excellent priority is given to safeguarding. Staff's knowledge of child protection issues is impressive. They recognise signs and symptoms that indicate abuse and are familiar with the procedure to follow should any concerns arise. Alongside rigorous recruitment procedures, this helps to protect children from unsuitable people. Thorough risk assessments cover all the indoor and outdoor areas, furniture and equipment used by the children. These help to reduce accidents while good guidance from staff teaches children how to take some responsibility for their own safety. For example, they encourage the children to walk sensibly from one area to another and they regularly practise fire drills.

Partnership with parents is outstanding. Daily diaries and discussions allow parents and staff to share information about children's experiences at home and nursery and parents have ready access to children's development files. Regular one-to-one meetings with the children's key person means parents receive highly personalised accounts of their children's progress. Parents are encouraged to express their opinions and suggestions for improvement. They have very positive views of the nursery which they describe as 'excellent'. They state that staff are 'caring, helpful and loving' and say that the nursery offers the 'best possible grounding' for their children.

The approach taken towards self-evaluation is excellent. All staff participate in the process, which is ongoing, so the scope for further development and improvement is exceptional. Highly experienced and motivational leadership expects and gets the best from staff who are well-qualified, confident and skilled. They brim with enthusiasm and new ideas and constantly seek ways to refine their already excellent practice. Most are involved in further training, while all of them take enormous pride in their work and are devoted to the children. As a result, the quality of care and education is first class.

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

Insightful observations and accurate assessments of the children enable staff to establish their starting points and existing abilities. They use this information to plan exciting and challenging activities that cover all areas of learning and offer huge scope for children to have fun and enjoy themselves. The quality of planning is very good. The links with the Early Years Foundation Stage are clear and exemplify the way activities are tailor made to appeal to children's interests.

Children initiate activities of their choice and play at their own pace, through clearly defined play areas within the nursery. These are very well supervised by staff and contain good quality resources. Highly effective partnership working means that children also benefit from input from dance teachers and teachers of other languages.

Children who speak English as an additional language are encouraged to use words from their home language while many of the children, including the youngest, use sign language, as well as talk, to express themselves. These interesting linguistic experiences teach children different ways to communicate. Many of the children are exceptionally articulate. They express their views and opinions clearly including those about the nursery, stating that the things they like best are role-play, the computer and construction.

The outdoor environment is fantastic. The children relish playing here and as they do so, they demonstrate in full the extremely good progress they make towards the early learning goals. They have excellent opportunities to become creative and resourceful learners. For example, they pretend to play golf using pieces of piping to represent a club. They plunge into the large sand-pit and tunnel and dig, pretending to search for treasure. The children have good scope to learn about nature as they water plants and herbs and their physical development is boosted as they run around energetically and ride bikes.

Delicious and appetising meals and snacks, that are comprised wholly of organic produce, also contribute to the very good way in which the children's welfare is promoted. However, during snack times, children do not have many opportunities to demonstrate their growing independence, such as being able to select their own portions. Consistent routines, like hand washing before meals and after using the bathroom, teach children about the importance of cleanliness, while the sensible policy for sick children contains the spread of infection and common illnesses.

Relationships between children and staff are excellent. Children are cherished, exceptionally well respected and very well supported by staff. Consequently, they are happy, secure and settled. Children are encouraged to think about the consequences of their actions, which promotes the development of positive personal qualities, such as empathy and consideration. This approach helps peer relationships to flourish and creates an atmosphere in which children learn to respect others. These excellent early experiences enable every child to reach their full potential.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

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

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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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.