

Clock House Day Nursery

Inspection report for early years provision

Unique reference number EY355671
Inspection date 14/03/2012
Inspector Caroline Basham

Setting address Clock House Day Nursery, Fenchurch Street Centre,
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Type of setting Childcare - Non-Domestic

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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 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.

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Description of the setting

Clock House Day Nursery was registered in 2007 and is situated within the Fenchurch Street Centre which is located near to the centre of Kingston upon Hull. The nursery is self-contained and provides both sessional and full day care for parents using the centre. The nursery is open from 7.30am to 6pm on Monday to Friday all year around, except for public holidays and a week at Christmas. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are currently 68 children on roll. The nursery receives early education funding for three- and four-year-olds. The nursery also receives funded early education for two-year olds. The children are cared for in three rooms plus a large multi-purpose room, each of which have secure enclosed outdoor play areas. Support is in place for children with special educational needs and physical disabilities and for families who have English as an additional language. Currently there are 10 members of staff employed who all hold or are training towards recognised early years qualifications. The manager holds Qualified Teacher Status and Early Years Professional Status. The setting employs a nursery cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well into the safe and friendly atmosphere of the nursery which provides an inclusive and caring environment for all children. Excellent partnerships with parents are in place and children make very good progress in their learning and development because all staff know children well. Comprehensive documentation is in place to safeguard children although some medicine documents are not fully complete, this is a breach of the welfare requirements. Excellent partnerships with external agencies and local primary schools are in place. The nursery uses self-evaluation as a tool to identify and build on their achievements well.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep written records of all medicines administered to children, and inform parents (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 29/03/2012

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

- provide opportunities for children to display and share their own creative activities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected well due to the effective safeguarding measures in place. All staff have completed safeguarding training and know the procedure to follow should they be concerned about a child in their care. Contact details of the relevant support agencies are recorded and shared with all staff. Staff are appropriately vetted and suitable to work with children. They share safe working practices with children and teach them the importance of keeping safe within the setting. Risk assessments are fully in place and reviewed regularly which cover the indoor and outdoor environment and trips and outings in the local area. Fire evacuation procedures are carried out and children are included in this regularly. All areas accessed by the children are monitored and are safe; this enables children to move confidently and safely around the building. The setting has policies and documentation procedures in place although written records of medicines administered are not fully complete.

Staff understand and use the Early Years Foundation Stage confidently to support children in their learning. The environment is very well organised with all resources accessible and stored safely and attractively at child height. For example, children choose to access the stimulating outdoor areas freely and enjoy playing in the home corner with the play dough and pasta. This enables children to thrive and make good progress in their learning and means individual's interests can be met. Resources are used intelligently to ensure that children's learning and development are also challenged. The management team use self-evaluation processes to continually enhance and improve the provision and value ideas and comments from children and their parents and carers. For example, children's ideas and suggestions were used to enhance the outdoor areas when the nursery secured capital funding. Previous recommendations have been addressed effectively.

Staff form excellent close working relationships with parents and carers. Useful information about each child is obtained such as personal, individual care routines, interests and dietary requirements. This means that parent's wishes and children's individual needs are effectively met. Important information is shared about children's starting points and progress, and staff use this effectively to plan appropriate learning experiences for children. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Exemplary relationships with other professionals and local primary schools involved with the children are well established and contribute well to supporting children's welfare and learning.

Staff offer exceptional provision and support to children who have English as an additional language and children with special educational needs and/or disabilities are supported. Activities and learning experiences are tailored and adapted to ensure each individual can access them fully. For example, staff help children to access the outdoor area fully and carry and assist those with physical disabilities to their chosen activities. The setting has a highly effective equal opportunities policy and inclusive practice is promoted especially well. Partnerships with other

professionals are exceptional and staff work closely to monitor and promote the development of children with English as an additional language. A bilingual member of staff is employed to assist and support families with English as an additional language. This means that the individual needs of all children are extremely well met and all children are included fully within the setting.

The quality and standards of the early years provision and outcomes for children

Children enjoy being in the nursery and are familiar and feel safe in its surroundings because children's individual needs are well met. Children are able to move freely and safely around all areas of the setting because staff are vigilant and ensure the setting is safe. For example, children know where they can and cannot go and are shown how to use equipment and resources safely. Children's good health is promoted effectively throughout the setting. Children enjoy brushing their teeth and understand the importance of oral hygiene because staff explain clearly and appropriately the reasons why this is beneficial. Children know to wash their hands prior to snack and meal times; this is because enthusiastic hand washing routines are firmly in place. Children are making appropriate choices in food and they talk about healthy options at lunch time. Healthy, well balanced home cooked meals and snacks are provided. Children access fresh air on a frequent basis through regular use of the setting's outdoor areas. Good physical skills are enhanced through jumping, running and using the pedal and push along toys that are readily available. Children enjoy digging in the large sand pit and tipping and pouring the water to make a lake to paddle in. This means children's health is promoted very well.

Children are making good progress towards the early learning goals because staff have a clear system in place to plan activities around each individual's interests and needs. Children are observed and next steps for learning are used to enhance children's learning and development through comprehensive planning systems. Children enjoy choosing books in the inviting, cosy quiet book areas and talk about the very hungry caterpillar story. They observe a worm that has been found outside in the garden and share descriptive language and discuss the worm's needs with staff. Children use mathematical concepts such as long, short, more and less as they explore the play dough and pasta and experiment with the small world vehicles in the sand. A good range of technological resources including computers, torches and electronic headsets are available for children to access freely and enhance technology skills. This means that children are developing good skills for the future. Sensory creative experiences are offered to children and they clearly enjoy exploring the texture and feel of paint and glue. Photographs and posters are displayed at child height although opportunities for children to display and share their own creative pieces of work are limited. Children behave very well in the setting because staff give clear explanations and sets appropriate boundaries. Children are developing a respect for themselves and others and are learning about other cultures and beliefs because they celebrate birthdays and festivals together.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 29/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 29/03/2012