

Cavendish Lodge Private Day Nursery

Cavendish Lodge, Back Cavendish Street, Keighley, West Yorkshire, BD21 3EL

Inspection date	13/02/2013
Previous inspection date	29/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's language development is given a very high priority. Staff provide support for children with special educational needs and/or disabilities, involving both parents and other professionals. This ensures children make secure progress before entry into school.
- Partnerships with parents and other agencies are very well embedded and ensure good support for children's learning and development.
- The key person system is effective and ensures that children form strong and secure attachments. Staff have good knowledge about each child and this is consistently very well used to meet children's individual needs.
- Children play in a warm, welcoming and inclusive environment which is reflective of their community, the people that live and work in it and the languages spoken.

It is not yet outstanding because

- Some staff's knowledge of the progress check at age two is developing. As a result, they are not as confident as other, more knowledgeable staff in this area.
- Self-evaluation does not consistently reflect the impact any training undertaken by staff has on the quality of the provision.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions throughout the inspection with the registered person and manager.
- The inspector spoke to key persons in the rooms and discussed their key children and their learning journeys.
The inspector carried out joint observations with the manager on both adult-led and child-led activities in the areas used. The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector held discussions with three parents to receive their feedback.
- The inspector looked at policies, procedures and children's records, and checked evidence of staff's suitability and other relevant documentation.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Cavendish Lodge Private Day Nursery is run by 1st Safari Day Nurseries Limited. It opened in 2006 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting operates from five rooms in a converted building and is located in the town of Keighley, West Yorkshire. All children share access to an enclosed play area.

The setting operates from 8am to 6pm all year round. It provides funded early education for two-, three- and four-year-olds. The setting supports children with special educational needs and/or disabilities. There are currently 78 children on roll, all of whom are in the early years age range and attend on a full and part-time basis.

The setting employs 13 members of childcare staff, all of whom have appropriate early years qualifications at a minimum of level 3. Of these, one member of staff has Early Years Professional Status, two have completed a foundation degree and two hold a qualification at level 5. The nursery also employs a cook. It receives support from the local authority.

What the setting needs to do to improve further

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

- improve the evaluation process by assessing the impact any training undertaken by staff has on the quality of the provision
- monitor staff to ensure that their knowledge of the progress check at age two is at the same level as other trained staff.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge and understanding of the Early Years Foundation Stage. This is used effectively to plan a stimulating, challenging and varied range of activities across all areas of learning, with a good balance of adult-led and child-initiated activities.

Children's starting points are discussed with parents and progress is observed, monitored and assessed so that their learning is appropriately supported. Plans are formulated to help move children's learning forward using the 'Development Matters in the Early Years Foundation Stage' guidance. An effective key person system means that children get the appropriate challenge and support they need. This means that their individual learning styles are identified and acknowledged. The progress checks for children aged two sufficiently assess their development.

Children often make their own decisions, for example, asking for 'pretend noodles' to make their own food in the role play area. Staff respond to this, encouraging children to create their own foods using the play dough. Children press and squeeze the dough, making it into balls, and link the activity to foods at home. This helps to develop their hand control and coordination as they use the materials to manipulate shapes and create different sizes using scissors and rolling equipment. This also shows that children are developing their imaginary skills well, when opportunities and relevant equipment are available to them. For example, they explain that the food is what their parents make at home and that the moulded dough shapes are 'barfi' balls. Staff extend opportunities for children to explore texture, as children describe how the foam feels like snow and how the foam melts when they add water to it. This helps them to learn about cause and effect.

Children play happily on their own and with their friends. Despite the falling snow, children enjoy being in the outdoors and they manage to manoeuvre small wheeled toys, such as pushing themselves along on bikes and scooters successfully. Staff are on hand to support children in their play by throwing and rolling balls, and they encourage them to run around and use up excess energy, which promotes their good health. Younger children seek out their key person for reassurance and to engage them in their play. When the creative activities are put out for the older pre-school children in the afternoon, they clearly enjoy making Valentine cards. The staff also use the opportunity to explore feelings and emotions as they encourage the children to think about sharing the cards with the people they love. Staff are supportive, they ask children questions about what they are doing and show a genuine interest in them, for example, by asking children if the cards they have made are also for their friends. Children begin to give meaning to their marks, name colours and enjoy getting messy. Toddlers also enjoy water play; they smile at adults and explore play with water.

Communication and language skills are given a particularly high priority through the successful implementation of the 'Every Child a Talker' programme. Consequently, children have many opportunities to develop their communication, language and literacy skills. For example, they have ready access to a wide selection of books. Some children explore these independently but also gather around staff as they sit on the floor and read to them. Effective teaching methods ensure that children are engaged as staff change their voices to make sure children find story time more interesting. This promotes their love of books and stories and extends their language skills. Staff encourage children's personal, social and emotional development so that they learn to become independent and know boundaries and expectations, which helps prepare them for transition to school. Older children find their name cards and place these on the table prior to lunch.

Children's work is proudly displayed and covers the seasons and different cultural festivals

and celebrations. For example, their lanterns for Chinese New Year are presented attractively so children can recognise their efforts and develop a sense of belonging. In addition, this helps children to understand cultural diversity and learn about the world they live in. Young children play with toys that have simple mechanisms, knobs and flaps. They learn to twist, turn and lift to achieve different effects, such as various sounds or images. Good provision is made for those children who need additional support. The special educational needs coordinator ensures that children get the help they need at the right time and that parents are fully involved in this process. The setting uses comprehensive information files, which contain appropriate methods for observing behaviour, information sharing and recording any intervention in relation to additional needs. The documentation impacts positively as early intervention and support is then put in place to ensure all children make good progress.

Through discussions with parents, it is evident that they contribute and have access to their children's learning journals, often taking them home. Staff work well with parents, providing advice and support regarding their child's routine and development.

The contribution of the early years provision to the well-being of children

An effective key person system benefits children, ensuring their transition to the nursery is a positive experience and they settle into the routine well. Effective relationships are established with parents, ensuring they are kept fully informed of what is happening on a day-to-day basis within the setting. They are warmly welcomed into the nursery and staff are always available to talk and share information about their child. Children establish close, warm and affectionate relationships with staff and engage with them well. Children chat enthusiastically and are keen to share their news, while staff listen with genuine interest. They talk about their pets, families and special occasions. One child excitedly informs everyone that they have a pet dog similar to a member of staff. Children access various materials to practise their early writing skills and use one-handed tools with competence, such as scissors, sharpeners and staplers. They proudly show off their creations and are praised for their achievements, helping to promote their self-esteem.

Children are provided with a calm, bright, stimulating environment where resources are stored within their reach. This enables them to make decisions about their play and move things around as they choose. Rooms are filled with good quality displays, for example, the people who make up their community, conveying the learning undertaken by all children. Equality and diversity is promoted through explanations and a range of activities that raise children's awareness and encourage their sensitivity towards the needs of others. Resources, displays and photographs reflect people's differences. Children develop an awareness of words, phrases and numbers to reflect the cultural diversity of children attending the nursery and the wider world, for example, counting and saying hello in different languages. Staff are proactive in supporting children for whom English is an additional language. They ensure that all the required information and key words in Polish are understood, and use staff with the relevant language skills to interpret for Pakistani children. This helps children to learn that although the print is different, it conveys the same message. Parents speak positively of this, saying that it promotes a welcoming and inclusive feel to the nursery. Various festivals and celebrations are integrated into the

routine, such as Diwali. Children taste Asian sweets and Chinese foods as part of the many celebrations. This broadens their awareness of different types of food and promotes a healthy attitude to trying new and unfamiliar tastes.

Clear boundaries and routines are established so that children learn what is expected of them and how to keep themselves safe. They help to put the chairs around the table and serve their own food during lunch. Before sitting down, they wash their hands so that they can remove germs. Mealtimes are social occasions where staff and children sit together. Meals are freshly prepared with a wide range of nutritional options to promote the healthy eating ethos within the nursery. Children are encouraged to use their toothbrushes and follow the actions of the staff as they use a puppet to demonstrate how to ensure they follow good oral hygiene practice. Children successfully perform the task so that they remove all traces of food. This helps to promote their independence and develop skills for their future learning. Before outdoor play, children are asked what they must remember. They reply 'We must have our coats to keep us warm'. When asked why, they know that this is to keep them safe and warm. Children share their knowledge of other safety practices, for example, they tell staff that they play carefully outdoors so they do not get hurt.

The setting enjoys positive relationships with both parents and other agencies, and this also has a positive impact on children's overall well-being. Transition within the nursery, from one age group to another, is smooth and effective. For example, when children are ready to progress to the next room their key persons have meetings with the staff to share information. Children also go on visits so they become familiar with their new surroundings and the staff who will be caring for them. When children make the transition to a different setting, a summative assessment is prepared and exchanged with the new setting to ensure consistency in children's learning and development.

The effectiveness of the leadership and management of the early years provision

The management team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The designated persons for child protection are experienced and trained in this role, which ensures children are safeguarded. Good systems are in place to ensure the ongoing suitability of all staff, students and supply staff. This includes appropriate vetting checks and induction programmes. Effective performance management systems are in place. The management team monitor staff performance, educational programmes and the delivery of the learning and development requirements in a number of ways. These include staff appraisals, observations of practice and staff team meetings. They are fully supportive of staff gaining further qualifications and offer in-house training to enable them to continue to develop their professional skills. For example, all staff members have completed Early Years Foundation Stage training.

The quality training for most staff ensures that overall assessments are consistent and successfully completed to identify any children who may need extra support to close the

gaps in their learning. Staff are committed to providing good quality care and learning for children. They continually look at targets and have devised an action plan, outlining responsibilities and timescales, which ensures that each target is met, enhancing the provision for children. However, processes for evaluation do not always reflect the impact any staff training has on the quality of the provision. Consequently, assessment around the progress check at age two is still developing as not all staff are trained at the same level. The management team recognise this and are prioritising this as an area for further development. All actions and recommendations from the previous inspection have been successfully implemented, demonstrating the nursery's commitment to ongoing improvement.

Children are well supervised through correct staff ratio, and the staff are vigilant in ensuring that they stay safe. Staff undertake daily safety checks to ensure that the indoor and outdoor areas are suitable for use. The setting is secure; entrances are monitored and doors are controlled by an intercom system. Therefore, no-one can enter the building without the knowledge of an adult. Outings are risk assessed to ensure children are safe when off the premises. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. In addition, the cleaning rota is used effectively to ensure the premises and equipment are kept clean.

The partnership with parents and carers is strength of the provision. Parents speak with confidence and pleasure about their child's personal development and how staff take time to share information and keep them updated. Parents are encouraged to contribute to this process in order to fully support their child's learning and development. Many parents speak very positively about the welcoming and inclusive environment. Home languages and cultural backgrounds are highly valued and respected, with some parents providing familiar words in children's home languages for staff and children to use in the setting. This helps all children to feel valued and respected. Close collaboration with the local authority and effective networking with a wide range professionals ensure that information is shared sensitively and with due regard to confidentiality, for the benefit of the children. For example, the nursery has strong links with the educational psychologist and speech and language teams.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY313335
Local authority	Bradford
Inspection number	901140
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45

Number of children on roll	78
Name of provider	1st Safari Day Nurseries Ltd
Date of previous inspection	29/06/2010
Telephone number	01535 611 115

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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