

Cranbrook Independent Nursery and Pre-School

Inspection report for early years provision

Unique reference number	EY330793
Inspection date	04/10/2010
Inspector	Teresa Elkington

Setting address	Clover Court, The Pavilion, Maidenbower Square, Maidenbower, CRAWLEY, West Sussex, RH10 7QH
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Type of setting	Childcare on non-domestic premises

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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

Clover Court is one of eight settings run by Childcare and Learning (Cranbrook) Group Ltd. It opened in 2006 and operates from a large purpose built detached premises. It is situated in Maidenbower, Crawley West Sussex. The nursery is open each weekday from 7.00 am to 7.00 pm for 51 weeks of the year, only closing for bank holidays. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and also the compulsory and voluntary parts of the childcare register.

A maximum of 84 children may attend the nursery at any one time. There are currently 149 children aged from two months to under five years on roll. Of these, 42 children receive funding for early education. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery employs 27 members of staff. Of these, 18 hold an appropriate early year's qualification and three are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this child centred environment where they feel safe and well supported by the staff. Children are provided with a good range of play activities and learning experiences which supports and develops their learning in all areas. Children's uniqueness and individuality is recognised and managed well. Well written policies and procedures securely underpin the operational practice of the nursery. Effective partnerships with parents ensure information relating to individual children's progress and needs is shared effectively. Regular self-evaluation ensures that the nursery has a good capacity to maintain continuous improvement and that priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- ensure that the organisation of snack times develops children's independence

The effectiveness of leadership and management of the early years provision

Staff have a strong commitment to safeguarding the children in their care. Staff undertake safeguarding training which ensures that they fully understand the requirements of the Local Safeguarding Children Board. Policies, procedures and documentation for the effective and safe running of the setting are well organised, effectively implemented and all are shared with parents. There are sound recruitment procedures for staff to ensure they are suitable to work with children. Risk assessments are robust and clearly detail all potential hazards to the children, indoors, outdoors and on outings. All required records are in place and well maintained which ensures children's health and welfare is being effectively managed and fully considered.

Management have a clear vision for the future of the nursery and have identified areas for improvement. The nursery appropriately addressed the recommendations from the last inspection. Staff are well supported in their own professional development. Annual competency exercises are carried out for all staff, which provides opportunities to celebrate individual strengths and plan for additional support through access to training programmes. The nursery is bright, welcoming, clean and safe. Space and resources are organised well to support children's learning in all areas. They are of a good quality and suitable for the ages of the children to support their learning and development. Children confidently and independently help themselves to resources they want to play with and tidy them away when they have finished. Staff deployment is good which ensures that children are fully supported in their chosen activities. Children learn the value of a diverse society and are encouraged to acknowledge each others abilities and views, as a result, children develop a positive attitude towards diversity. The nursery fully supports children with special educational needs and/or disabilities and for whom English is an additional language. Good links are made with external agencies to ensure that specific needs of individuals are highlighted and met.

Good partnerships with parents enable staff to get to know children well, which means they can meet their individual needs and plan for their continual development. Good written and verbal information is exchanged with parents to ensure consistency of care and awareness of procedures. There is good participation from parents in children's learning and development, which promotes better outcomes for children. Parents have regular opportunities to meet their child's key person and discuss their development through parents evenings and informal discussions. Links with other providers are appropriately established and information about the children individual needs is shared informally.

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

All children demonstrate a keen interest in learning and quickly become involved in a good range of play and learning experiences. They move with ease and

confidence both indoors and outdoors making full use of the free flow system within the nursery. They concentrate well on self-chosen activities, for example, as they piece together jigsaw puzzles, use constructional materials to make models, browse through books, painting pictures and experimenting with the sand and water play. Their creativity and imaginations are well developed and they use resources to re-enact a familiar domestic scene. Independence is generally encouraged, however, the organisation of snack times for older children does not allow them to be full participants in the preparation of their snacks.

The nursery staff have a good understanding of the Early Years Foundation Stage and of how young children learn through first hand experiences and play. The use of observation and assessment is good, although planning for children's next steps in their learning is not clearly signposted for all children.

Good behaviour management strategies are in place which help children to understand the importance of working harmoniously within the group, consequently children behave very well; they show kindness to each other and are willing to co-operate and share. Children are constantly praised for their efforts across the whole of the nursery. Children have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own, which is well supported by activities, resources and displays of positive images which are seen throughout the nursery.

Children are well nourished and their health and dietary needs are consistently met. A healthy range of meals and snacks are provided which are prepared from fresh ingredients. Careful consideration is given to the nutritional balance of the meals and snacks across the day. They benefit from being outside in the fresh air on a daily basis what ever the weather, increasing their physical skills as they engage in a variety of outdoor play activities. Children know how to keep themselves safe. They take part in an emergency evacuation drill and are aware of the safety measures needed when playing inside and outside. Staff are proactive in taking young children and babies out for regular outings to the local shops, library and parks. Young children feel safe and secure in the care of staff. There are lots of cuddles given to babies, and toddlers are able to reach for their chosen activity easily and are well supported. Each key person knows their group of children well and acknowledges each as an individual with particular needs.

The setting promotes outcomes for children well. The youngest children in the nursery play confidently with a good range of equipment which allows them to develop their co-ordination, mobility and stimulate the use of their senses through heuristic play. Children's language development is encouraged in an age appropriate way, as children of all ages are engaged in conversations, constantly spoken to encourage their early communication skills and asked questions to extend thinking. Children have good opportunities to enhance their mark making and early writing skills through play. Children's creativity is actively encouraged throughout all areas of the nursery. Children enjoy using a range of malleable materials, take part in singing and music sessions and use role play areas to promote and enhance their creative flairs. In addition, children's understanding of number and their knowledge and understanding of the world are promoted throughout their learning experiences. For example, as they tend to plants in the

garden and as they take part in counting rhymes. Throughout the nursery opportunities are in place for children to acquire skills and develop their abilities which ensures that all children are prepared well for their future development and learning needs.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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: Met

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