

— The Children's House, Cranbrook
— Independent Nursery and Pre-School

Inspection report for early years provision

Unique reference number EY330752
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Inspector Teresa Elkington

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Type of setting Childcare on non-domestic premises

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Introduction

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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*.

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Description of the setting

The Children's House was registered by its current owners Childcare and Learning Group Ltd as a full day care facility in 2006. It may care for no more than 32 children at any one time. It operates from a large converted detached house in the village of Charlwood near Crawley, West Sussex. The facility comprises of several playrooms, a kitchen and large enclosed outdoor play area. The nursery serves the local community and many children of employees who work within Gatwick airport. Currently there are 52 children on roll, of whom 20 receive funding. The nursery operates five days per week from 7.30am until 6pm and is open throughout the year. A team of five staff work with the children, all of whom hold recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual learning and development is supported well, through the daily provision of stimulating play opportunities, within the child-centred environment. Partnerships with parents are a particular strength of the setting, which enables a strong and cohesive approach ensuring that parents are equal partners in their children's learning. Children are cared for by a team of motivated and enthusiastic staff who support children in all aspects of their care and learning, ensuring that individual needs are met. Recommendations from the last inspection have on the whole been addressed, however, systems to support future planning and the identification of children's individual learning needs have not yet been fully embraced.

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
- develop the use of risk assessments to include the collection of children from the sister nursery

The effectiveness of leadership and management of the early years provision

Clear and comprehensive procedures ensure that children are safeguarded well; consequently, staff fully understand how to protect children from harm or abuse. Rigorous recruitment procedures ensure that adults working with the children are suitable to do so. Visitors to the setting are recorded and parents are very mindful of following procedures to ensure persons unknown to them do not gain access to the building unless accompanied by a member of the staffing team. Risk

assessments are in place for most aspects for the setting which ensures that areas used inside and out are safe and hazards identified, and where needed action taken. However, safety of children when moving to and from the sister nursery has not been assessed, to ensure their continued well-being. Stringent record keeping ensures children's health and welfare are effectively managed and fully considered.

The nursery continuously evaluates the strengths and weaknesses of the setting and takes well focused steps to improve practice. The nursery is well organised and the staff team work hard to provide a stimulating and rich learning environment through the use of 'Learning Zones' which enables children to thrive in a welcoming and nurturing atmosphere. Children have access to a wealth of good quality resources which are well placed and used to support all areas of children's learning and development. Deployment of staff is good; they take turns in the responsibilities for the routine parts of the day and are well placed throughout the nursery to ensure that children receive the maximum support in their chosen activities. Staff make good provision to support children from different cultural, linguistic and religious backgrounds, which ensures that they are fully included in nursery life. Systems are in place for staff to engage with one another as they have regular opportunities to meet together to evaluate their practice to ensure positive outcomes for the children. Staff's professional development is well supported as they actively take part in a annual competency exercise which provides opportunities to celebrate individual strengths and plan for additional support through access to training programmes.

High emphasis is placed on partnership with parents within the nursery. There are excellent opportunities for the sharing of information through the use of the 'Partnership' room which is adorned with information for parents, for example, well presented notice boards, offering a wealth of information on policies and procedures, and routines of the day, along with additional information to support nursery life. Parents have access to a website and also a well presented prospectus. They receive regular newsletters, highlighting forthcoming events of the nursery along with announcement sheets to keep parents informed of any changes that will be imminently occurring.

Parental input is highly valued; they have many opportunities to feedback on events and make suggestions, for example, through the comments box, 'Your Voice' parental questionnaire and by completing feedback sheets after formal parents' evenings. This provides valuable information for staff in evaluating the effectiveness of the nursery and customer satisfaction. An equal partnership to learning is fully adopted between both parents and staff; formal parents' evenings are held termly so that information can be exchanged alongside key workers as to achievements and progress of development both at home and at nursery. Opportunities for parents to extend and support children's learning within the home are provided through the use of 'Chatterbox' packs which enhances and supports a partnership approach to learning. Comments received from parents highlight the welcoming, friendly atmosphere that is provided for the children and how children's development is well supported by staff who provide a stimulating and vibrant environment. The nursery is pro-active in forging links with other

providers of care and external agencies to ensure children's individual needs are fully supported and a consistent approach applied.

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

Children are active, inquisitive learners who are eager to learn and consequently make good progress in their learning and development. They access a wealth of high quality toys and resources that are clearly labelled and easily accessible, which helps children to make informed choices about their play allowing them to follow their interests and desires, which are supported by a good balance of adult-led and child-initiated activities. Children move freely within the nursery entering their chosen 'learning zone' both inside and out, where they spend sustained periods of time at their chosen activities. Staff are skilful in adapting activities to support individual needs and enhancing them to extend children's learning further. Children's acquisition of independence skills are enhanced through all activities and routines that they undertake. For example, the provision of a rolling snack bar enables children to prepare and choose their snacks as they wish.

The well-balanced organisation of day ensures children have suitable opportunities for physical activity as well as provision for quiet rest and relaxation. Children learn to follow good personal hygiene routines. Clear policies and procedures guide all aspects of promoting healthy lifestyles for children. Staff are extremely vigilant about hygiene practices and reducing risks of cross-infection. Excellent information available for parents, alerting them of any infectious diseases that may be going around the nursery, which helps to raise awareness and prevent the spread of infection. Children enjoy a varied and balanced range of meals which are provided by the staff and sister nursery. Children's individual dietary needs and requirements are known and well catered for.

Staff have a secure understanding of the Early Years Foundation Stage and use a key worker system to support the ongoing development of the children. Consideration through the use of observation and assessment is given to planning to ensure that it is matched to the children's interests and desires. However, staff acknowledge that they need to consider further how planning can reflect and support children's individual steps to secure their future learning.

Children behave very well. Good behaviour management strategies are in place which help children to understand the importance of working harmoniously with each other. For example, pictorial signs around the nursery are used as a reminder to show respect towards one another. Children are constantly praised for their efforts across the whole of the nursery. Their work is valued due to the excellent displays that staff create which promotes children's confidence and self-esteem. Children have good opportunities to learn to respect diversity by celebrating festivals from different cultural traditions as well as their own. They are encouraged to discuss aspects of their own lives and those of other people.

Children show a love of books which is supported by the welcoming and

resourceful book areas which can be found throughout all learning zones. They are adept at recognising and practising the formation of letters, as they actively use practical activities to develop their understanding of the written word. They use small tools with skill and precision and are developing their large muscle skills through the varied opportunities in their physical play. They use number in many forms, for example, as they measure feet in the shoe shop and participate in a range of games to promote their understanding and use of number. They use binoculars and magnifying glasses to spot and look at birds and mini beasts that are nearby which provide opportunities for discussion and observation of differences. They delight in taking photographs of activities that they have been involved in and make good use of sustainable materials as they design and build with a range of recycled resources. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	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	1
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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