

# Caerleon Childcare

Jump, Unit 22, Concorde Road, Patchway, BRISTOL, BS34 5TB

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 25/06/2013     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| 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 are happy, settled and motivated to learn. Children receive individual attention helping them to build secure attachments.
- Staff support children well to move on successfully to the next stage in their learning.
- Partnerships with parents are strong. Staff continually share information and actively involving parents in their children's learning.
- Good use is made of stories to develop children's communication and encourage their imagination.
- Staff have a clear drive for improvement, effectively evaluating and monitoring the nursery, which benefits children.

### It is not yet outstanding because

- Children, whose language is other than English, do not have their home languages reflected within the nursery to help develop their sense of belonging.
- Staff do not make the most of every day routines and activities, such as snack time, to develop children's number skills.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector talked with staff, parents, and the manager.
- The inspector looked at documentation including a sample of children's records, planning and staff suitability records.
- The inspector looked at the systems used to review and evaluate the nursery.

## Inspector

Dinah Round

## Full Report

### Information about the setting

Caerleon Child Care registered in 2012 and is privately owned. The nursery operates from four rooms and associated facilities in purpose built accommodation in Cribbs Causeway, Bristol. There is a fully enclosed garden for outside play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 31 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery is open from 7.45am to 6pm Monday to Friday all year round except for Christmas and bank holidays. There are six members of staff, including the manager. All staff hold a recognised early years qualification at level 3, with the manager holding a qualification at level 4.

### What the setting needs to do to improve further

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

- extend the use of signs, symbols, notices and words, to take into account children's different languages, home backgrounds and cultures
  
- encourage children to count and use number in everyday activities and routines.

### Inspection judgements

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

Staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. They use their knowledge well to provide children with stimulating and interesting play opportunities, which incorporate all seven areas of learning. On entry, the nursery staff link closely with parents and carers to gain information about the children's individual abilities. Key staff observe the children during their first few sessions to help them plan for children's future learning effectively. Ongoing observations and assessments enable staff to successfully monitor children's progress. These are recorded, alongside photographs, in the children's individual progress files. Summary assessments, including a progress check for children at aged two, enable staff to identify any gaps in children's learning. Children are well prepared for the move onto the next stage in their learning due to the good range of experiences offered to them. For example, a spontaneous activity in the sand pit generates lots of excitement as the children decide to look for hidden treasure. As they find an object, they hold it up and proudly tell their friends 'I've found the treasure'. Staff follow the children's interests,

hiding more items and promoting discussion about the treasure as children play and explore. Weekly planning includes a good balance of adult-led and child-initiated activities. Children are making good progress in their learning and development in relation to their starting points.

Children are motivated to learn and take responsibility for choosing their activities. Babies show growing confidence as they investigate their surroundings and enjoy finding out what they can do. Staff engage well with children, stimulating children's imaginations and challenging their thinking through their positive interactions. For example, children have great fun using their imagination outdoors as they use equipment and various props to act out a favourite story. Staff get actively involved to model language and extend children's learning experiences, but are careful not to intervene unnecessarily. Afterwards, children enjoy sitting and listening to the story with a member of staff, eagerly joining in with familiar words. This promotes children's language and communication skills. Children have use of a wide range of tools to develop their early writing skills. The displays of signs, labels and words around the room help raise their understanding that print carries meaning. Some children attending speak English as an additional language. However, their first languages are not reflected within the nursery to further value diversity and to make all children feel included.

Children's physical development is promoted well. They have use of a wide range of play equipment to help them to learn new skills. Pre-school children show a strong sense of fun and adventure as they climb and balance on the soft play materials. This helps develop their strength and coordination. Babies have free space to move, roll and crawl in safety. Staff position the various toys to encourage babies to move and explore, such as placing soft balls for them to reach out and touch. Children join in some planned activities and games that introduce them to counting and number. However, staff do not make the most of everyday routines, such as counting the plates, cups and fruit at snack time, to extend children's number skills. Children use their senses to explore and investigate a wide range of mediums and materials. Babies and toddlers are fascinated as they explore different textures and sounds. For example, they smile as they feel the soft brush on their skin and hear the sound they create as they move the shaker bottles.

The effective partnership between staff, parents and carers means children's needs are well supported. Parents receive updates about their children's care, learning and development on a regular basis. They comment how they find the daily sheets 'very useful' in keeping them informed about their children's day. Key staff organise meetings with parents to discuss children's achievements in more detail. They offer suggestions for activities and outings that parents and children can do together at home. This allows parents to be very involved in their child's learning.

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

The staff provide a warm and welcoming environment. Children are happy, settled and enjoy coming to nursery. Staff know children well and have a good understanding of their individual needs, preferences and routines. This means children feel safe and secure and

are ready to learn. Babies are confident to explore their surroundings as they are reassured that a familiar adult is close-by. The effective key person system means that consistent staff care for the children. As a result, children build trusting relationships with others. Children show developing independence in their personal care as they use the steps to wash their hands before snack time. Staff recognise when younger children are becoming tired and settle them down for their sleep with their special comfort blanket. Children are learning to work well with others. They learn about boundaries and expectations as staff talk to them about taking turns in the activities. For example, staff explain that everyone has a turn to choose a rhyme card during the singing session. Staff offer regular praise and encouragement, which fosters children's confidence and self-esteem.

Good security measures are in place to ensure that no one can enter the premises uninvited. Staff follow effective procedures to promote children's safety. They complete risk assessments of all areas of the premises that children use to help them identify and minimise risks to children. The provision of separate rooms for the differing age groups means that children can move around freely and safely in their play. Staff supervise children well and talk with them to help them learn about keeping themselves and others safe. For example, in the younger children's room staff move babies to the side of the play mat and explain to the toddlers to take care with the toys. This allows all children to have their own space and play safely. Children are encouraged to develop healthy lifestyles. They self-select their snacks from a range of healthy and nutritious food. Hot lunches are delivered to the nursery daily and cater for children's individual diets and preferences. Parents are also able to provide children's food, which staff clearly label and store safely. This contributes to making sure children are kept healthy.

Good use is made of the outdoor play environment. Children are able to move freely between the inside and outdoor areas allowing them to choose their play activities. This adds to their enjoyment and overall development and means that they get plenty of fresh air and exercise. Staff make sure that all children have sun cream on and wear sun hats to protect them from the sun. Clean, good quality, resources and equipment are positioned at child height to enable all children to make choices about their play. This successfully promotes children's independence.

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

Staff have a secure understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They attend safeguarding training and are aware of the safeguarding policies and procedures. The manager refreshes their knowledge during staff meetings and in-house training. As a result, staff are clear of their role in promoting children's safety and understand the procedures to follow if they have a concern about a child. Comprehensive recruitment and vetting arrangements are in place to check the suitability of staff to work with children. This helps to protect children from harm. Staff maintain policies and procedures, alongside the required documentation, to help to support children's safety and welfare. All records are

easily accessible and stored securely to maintain confidentiality.

Leadership and management is good and contributes positively to the smooth running of the nursery. The qualified staff work together well as a team to support children's individual needs. Staff induction processes, alongside regular staff meetings and supervision, make sure that all staff are clear of their roles and responsibilities. Staff are supported well by the manager to increase their knowledge to benefit the children. Assessment arrangements are effective and used well to monitor children's progress. The pre-school leader reviews the children's folders and provides support for staff on how to extend children's learning further. All staff take an active role in making changes to improve the outcomes for children. They follow effective procedures to help them reflect on the success of all aspects of the provision. This includes a monthly review and action plan to identify, and action, new ideas to improve the provision for the children. For example, to enhance children's outdoor learning experiences staff are developing an area where babies can explore using their senses and a construction area for older children. Staff recognise that as a new nursery the provision is still evolving and continue to adapt the layout of rooms and activities to follow children's interests.

Strong partnerships with parents and others involved in children's care promote continuity for children's care and well-being. The good key person system enables a good two-way sharing of information. Staff offer support for parents, such as developing specific reward charts to use at home and at the nursery. This helps to provide consistency for children. Staff are proactive in linking with other early years settings and work together to support children to move on in their learning. Staff help the older children to get ready for school by encouraging them to become increasingly independent. Staff are establishing links with the schools that children will be attending to help support their move onto school. Parents receive good quality information about the nursery. This is through the detailed welcome pack, the nursery website and regular newsletters.

### **The Childcare Register**

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

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement    | Description   |
|---------|--------------|---|
| 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 action. 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY454822                 |
| <b>Local authority</b>             | South Gloucestershire    |
| <b>Inspection number</b>           | 899171                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 68                       |
| <b>Number of children on roll</b>  | 31                       |
| <b>Name of provider</b>            | 123 Jump Limited         |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 01179 312733             |

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## Type of provision

For the purposes of this inspection the following definitions apply:

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, which are usually the childminder's 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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