

Charlwood House Day Nursery

Charlwood House, Charlwood Road, Lowfield Heath, Crawley, West Sussex, RH11 0QA

Inspection date	30/10/2013
Previous inspection date	06/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Management are very 'hands on' and lead by example. They place a strong emphasis on the setting's strengths and areas for development and have developed a broad range of ambitious targets in order to continually improve.
- Staff are highly motivated and work exceptionally well as a team to create a safe and secure learning environment for children.
- Staff value working in partnership with parents so that they are fully involved in their children's learning and development. This prepares children well for the next stage in their education.
- Staff have a thorough knowledge of the Early Years Foundation Stage. They use their skills and knowledge to promote good learning outcomes for children. [ch1]Secure reads as satisfactory rather than good.

It is not yet outstanding because

- Older children do not always have access to challenging physical play resources in the outdoor environment.

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 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 took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the manager and provider.
- The inspector looked at various documents, including policies and procedures, records of children, evidence of the suitability of staff and recruitment procedures.
- The inspector held discussions with key persons and staff.
- The inspector observed activities in the outdoor play area, pre-school room, toddler and baby rooms.

Inspector

Jane Franks

Full Report

Information about the setting

Charlwood House Day Nursery opened in 2003. It is owned by a private company and operates from a large detached house on the outskirts of Crawley, West Sussex. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children have access to enclosed outdoor play areas. The nursery is open from Monday to Friday from 7 am - 6 pm, 50 weeks a year, being closed for two weeks at Christmas. There are currently 90 children aged from three months to five years on roll. The nursery receives funding for the provision of free early education for three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 33 staff including the manager, of whom 29 hold appropriate early years qualifications with four staff working towards a recognised early years qualification. The group receives support from the Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- create further opportunities for children to use the full range of extensive outside resources, so that older children have access to challenging physical play activities.

Inspection judgements

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

Children are happy and motivated to learn and on arrival at the nursery and they become rapidly engrossed in the stimulating resources alongside their peers. Children feel secure with staff and respond to the close contact, praise and encouragement that staff give them. As a result, children make good progress in their learning. Babies freely explore their indoor and outdoor environment and develop their physical skills as they move around independently.

Children help themselves to the wide range of resources available to them in each room. They play with a purpose and they concentrate on their chosen activities, showing confidence when asking for adult support and participation.

Staff have a good knowledge and understanding of how to promote the learning and development of young children across all learning in the Early Years Foundation Stage. They work as a team in each room to identify children's next steps for learning and they use this information to inform planning, which is, in general, extremely thorough. They

create a written 'Learning journal' for every child, which records and celebrates their progress from when they started.

There are very good relationships between staff and parents and staff work hard to maintain a highly effective two-way flow of information. Parents complete detailed 'All about me' documents when their children start in the nursery, which then form part of children's individual journals. This helps staff to recognise children's starting points and individual needs and to plan activities at an appropriate level. This means that all children, including those with special educational needs and/or disabilities, and those who are learning English as an additional language, make good progress right from the beginning.

Staff are skilled in developing children's speech and language. They use thought-provoking questions as they talk to children about what they are doing, for example, 'What shall we put on our pumpkin?', so that children are encouraged to engage in conversation and extend their ideas. Staff read stories to children in a lively way, interacting with them so that children are involved and engaged throughout. As a result, children develop skills of listening and attention which will stand them in good stead for their future learning.

Children enjoy challenging puzzles, actively engaging in learning mathematical skills, such as shape recognition. Children explore their senses, as they squeeze shaving foam between their fingers in the water tray alongside staff and their peers for example. Children develop their understanding of nature outside in the garden where they enjoy exploring for tiny creatures or planting and growing flowers and other plants. Older children develop confidence in early reading and writing skills and staff support them to identify and use initial letter sounds in words.

Children develop their creativity, imagination and freedom of expression as they dance to music, stick 'spiders' onto Halloween collages, play with cars, and push loaded toy trolleys around the room as they 'go shopping'.

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

Relationships throughout the setting are warm, purposeful and caring. Staff provide regular routines for children so that they feel confident and settle quickly into the nursery. They have a calm and consistent manner with children, acting as positive role models. Children are confident to approach staff for reassurance and a cuddle, which provides them with a secure and safe environment that helps develop their confidence and self-esteem. For example, children relax and enjoy stories with a member of staff. Behaviour is good because staff take a sensitive, consistent approach to helping children to manage their feelings and remind them about how to behave in the nursery. They provide good role models with regard to manners and they support children to be independent and show consideration for each other.

Children in the pre-school room learn self-help skills as they pour their own drinks. Children take it in turns to be a staff helper promoting independence, confidence and self-

esteem. Meal times are sociable occasions where children practise their communication, speech and language skills as they chat alongside their peers and staff. Children learn about the importance of a healthy diet as staff provide them with a good range of healthy and nutritious snacks and meals. Children develop independence through everyday routines, for example, washing hands and feeding themselves.

Children have opportunities to enjoy fresh air and exercise in the outdoor play areas. They can run freely and use physical play equipment, which includes ride on toys, tunnels and slides. Therefore, children develop their physical skills and their well-being is supported. However, staff do not take all opportunities to make use of the large climbing equipment. As a result, opportunities to explore risk through challenging experiences are not maximised.

Children are supported exceptionally well in their transition to school. Teachers from feeder schools visit the nursery. Parents comment on the excellent progress their children have made since starting the nursery and how well they are prepared for school. Children are also well supported in their moves within the nursery. This is due to trusting relationships formed with their key person as they move into a different room.

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

The nursery provides an extremely welcoming environment where children and parents feel valued and respected. This is a strength of the nursery. Partnerships with parents and other agencies involved with children's care and education are effective and promote a joined up approach to meeting children's individual needs. Parents describe the nursery as 'phenomenal'. They comment staff are approachable and helpful and keep them fully informed about their child's progress.

Across the nursery there is a strong staff team in place which is very effective. Staff ask each other for support, if needed, without hesitation, which shows good concern for children's safety and security. Staff have up to date safeguarding and child protection knowledge which helps them to protect the children in their care and they have a strong passion to provide high quality education for children. Recruitment procedures are fully in place; they include full vetting of all staff to ensure their suitability. Detailed risk assessments and routine safety checks contribute significantly to children's safety and well-being. Staff are vigilant about children's safety and supervise children as they move between the indoors and outdoors.

The management team have an excellent understanding of the Early Years Foundation Stage to make sure the learning and development requirements are covered. They are highly effective role models and motivate the staff team to strive to achieve the best for all the children. The manager is extremely well-supported by the provider. The manager ensures supervision is embedded into the ethos of the nursery and induction systems are robust to ensure that staff are clear about their roles and responsibilities. Regular meetings take place to monitor training needs and quality of provision, based on the

impact of staff practice.

Recommendations made at the last inspection have been addressed successfully. For example, strategies of communication have been introduced to ensure continuity of care is effective with other early settings. Regular management observations and the 'open door' policy that management adopt ensures that any potential concerns and issues are quickly identified and dealt with, so that the nursery continues to provide high quality care and learning.

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
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

Unique reference number	EY267694
Local authority	West Sussex
Inspection number	814601
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	125
Number of children on roll	90
Name of provider	Bellcross Enterprises Limited
Date of previous inspection	06/09/2010
Telephone number	01293 565544

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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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