

# Charlton Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY284059
<b>Inspection date</b>	25/11/2008
<b>Inspector</b>	Heather Morgan / Ruth Thrasher
<b>Setting address</b>	49 Charlton Drive,, Wraxall, Bristol, BS48 1PF
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

Charlton Nursery is a privately run nursery situated in the grounds of The Downs School, Wraxall, North Somerset. The nursery operates from a detached building within two and a half acres of land and provides day care and education for a maximum of 83 children in the early years age group, at any one time. The nursery is registered on the Early Years Register. Accommodation is arranged over two floors in the main building, and there is a separate, single-storey pre-school unit. There is a small step at the front of the building and access via ramps at the rear. Rooms are split into four age groups. The nursery benefits from a large, secure outside play area which includes play and climbing structures.

The nursery opens on weekdays between 07.30 and 18.30, 51 weeks per year. There are currently 139 children attending who are all in the early years age group.

The directors employ a manager and 29 additional staff who work directly with the children, five of whom are currently on maternity leave. Most staff have level 3 qualifications or above and the pre-school unit is led by a qualified teacher. In addition, an administrator, cleaners and cooks are employed. The nursery receives support from the local authority and also works closely with the school in whose grounds they are situated. Children have access to some of the school facilities.

## Overall effectiveness of the early years provision

Children are happy, settled and engage confidently in nursery activities that support their learning and development. All children are welcomed into the nursery and staff generally support them well in becoming enthusiastic learners. Children with specific needs are supported well through close consultation with parents and other professionals. All of the staff regularly reflect on their own practice and identify ways to continually improve outcomes for children.

## What steps need to be taken to improve provision further?

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

- continue to develop the use of assessment to plan next steps for learning for each child, based on what they already know and can do
- encourage children to recognise their own unique qualities and the characteristics they share with other children

## The leadership and management of the early years provision

Daily routines are well organised and staff are deployed effectively to support children in accessing the activities of their choice. Room leaders give clear direction to other members of staff, ensuring that everyone is confident about their roles

and responsibilities. Robust recruitment and induction procedures are in place to ensure that children are cared for by appropriately vetted and well qualified staff, who give high priority to promoting children's welfare.

The manager and all members of staff have a strong commitment to improvement and regularly review their practice in order to identify areas for development. For example, the nursery is currently planning to further develop their outdoor play area so that all children can enjoy a wider range of activities such as digging and parking their cars in numbered bays. Regular monitoring of practice and individual discussions with staff enable the manager to support her team in accessing appropriate training to promote their continuing professional development.

Staff and parents develop good relationships with one another and parents are provided with a wealth of information about the nursery, their children's progress and development and the curriculum they are following. Staff gather detailed information about the children when they first start at nursery, which enables them to provide good continuity of care by closely following individual home routines. Parents access the children's attractive and informative development records which provide a clear picture of their children's progress. They are beginning to contribute valuable information about their children's interests and achievements, which provides a strong link between learning at home and at nursery.

## **The quality and standards of the early years provision**

Children have excellent opportunities to develop a healthy lifestyle through the familiar daily routines of the nursery. They regularly play outdoors in the fresh air, or go for walks in the surrounding grounds. Children enjoy exercising to music, running around in the open spaces provided by the garden, and visiting the nearby school hall where they develop specific physical skills such as mastering ball control. Children relish the freshly prepared meals and snacks that provide them with regular, healthy nourishment throughout the day. Excellent attention is paid to meeting children's special dietary requirements.

Children are learning important lessons about keeping themselves safe as they explore different areas of the garden, climb low level trees and manoeuvre their wheeled toys carefully around hedges and play equipment. Staff involve children in simple routines such as counting how many children go out to the garden, then counting them back in to ensure that all are safely returned to their play rooms. The younger children are supported very well in negotiating the stairs so that they too can enjoy regular outdoor play.

Staff know the children well and involve them closely in planning activities that interest them. For example, younger children choose together what resources they would like set out each day, and older children's play and discussion influences the themed activities that are planned for them. The staff's individual approach to planning ensures that each child can access activities that sustain their interest. Consequently, children enthusiastically engage in activities and talk excitedly about what they are doing. Use of the outdoor play area effectively encourages boys and girls to participate in a wide range of activities. For example, boys use the trees to

create imaginary rocket ships which they fly through space, releasing nets on the way to capture aliens on their way to planet Earth. Children play together well and have some opportunities to explore cultural diversity by celebrating different customs and festivals.

Informative observations are used, along with photographs and examples of children's artwork and attempts at mark making, to create a clear log of children's progress and development. Each child has a key person, who knows them very well and uses this information to plan interesting and worthwhile activities. Plans to extend the use of assessments to clearly plot what each child needs to learn next are not yet fully implemented. Nevertheless, careful monitoring of the curriculum and children's play ensures that they are all making progress towards the early learning goals. Staff support children's progress and development through sensitive interaction and encouragement. For example, babies are encouraged to become more mobile and to explore different resources, working out how to build towers or compare the different textures of a variety of materials.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

# Charlton Nursery

Inspection report for early years provision

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**Unique reference number** EY412582  
**Inspection date** 17/02/2011  
**Inspector** Debbie Starr

**Setting address** Westbrook, Main Road, Flax Bourton, BRISTOL, BS48 3QX

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**Type of setting** Childcare on non-domestic premises

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## Introduction

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Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Charlton Nursery is one of two day nurseries owned by a group of private individuals. It was registered in 2010 and operates from an adapted house in its own grounds. The nursery is located on the main road through the village of Flax Bourton, North Somerset. Children have access to an enclosed outside play area. The nursery opens Monday to Friday from 7.30am to 6.30pm. The nursery opens all year round except for one week between Christmas and New Year. The nursery is registered on the Early Years Register. A maximum of 55 children may attend at any one time. Of these, no more than 19 may be under two years old. There are currently 66 children on roll who attend. The nursery offers support to children who have special educational needs and/or disabilities. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs 15 staff. Of these, 12 including the manager hold level three qualifications; one member of staff is working towards a level three. Childcare staff are supported by a cook and a book keeper.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to support children's learning and development and promote and safeguard their welfare effectively overall. Effective partnerships with most parents ensure continuity in children's care, learning and development. The nursery is aware of its responsibility to develop links with other early years providers. Management and staff demonstrate a strong commitment to improvement. Effective self-evaluation of the provision, that includes parents, staff and the local authority, ensures good outcomes for children.

## What steps need to be taken to improve provision further?

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

- gain more focused information on all children's learning and development when they first join the nursery to support the identification of children's starting points and capabilities
- develop further the two-way flow of information with all parents to ensure continuity in children's care learning and development
- extend opportunities for children to recognize their own and others unique qualities through meaningful experiences that fully embrace their home language and diverse cultural backgrounds.

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

Arrangements for safeguarding children are robust, carefully managed and understood by staff. Vetting procedures ensure that all adults working with children have undergone suitable checks. Staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery, gained through effective induction and ongoing training. Appropriate risk assessments of all aspects of the provision and procedures such as security at the entrance and access to personal mobile phones ensure children are cared for in a safe and secure environment. Good documentation is in place to safeguard children and required records are well maintained and shared with parents. Children of all ages have easy access to an interesting range of high quality toys and resources that are well organised within in a bright and airy environment that supports their play and learning.

Highly positive relationships with parents ensure that overall children's individual needs are clearly identified and supported. Children's cultural diversity and home language is acknowledged and reflected in some activities, but is not yet fully embraced for all children that attend. Parents are complimentary about the care given to their children and the progress they make. Parents are well informed about the nursery's working practices through accessible clear written documentation, inviting displays of children's involvement in activities, communication books and daily discussion about children's welfare, activities and achievements. Parents are actively encouraged to share what they know about their child's interests and achievements. However this is not yet fully effective with all parents so as to bring about a two-way flow of information that ensures continuity in their child's learning and development. Positive partnerships are established with external agencies to ensure children receive the support they need. The provision is aware of its responsibility to make links with other early years providers. This does not apply at the time of the inspection

The highly motivated and enthusiastic management team and staff use an effective ongoing system of monitoring and self-evaluation that includes parents, and the local authority to reflect upon the provision. Future areas for development are clearly identified, well chosen and include those identified during the inspection process. For example, staff training in creative play has motivated staff to reflect upon resources in their own rooms and to be innovative in creating interesting textural experiences for young children. Management recognise the need to further embrace the inclusion of children's home languages and cultural diversity and plans are in place to develop further the outside area so as to extend learning opportunities for all children. The owners and management team have a clear vision for the future and have high expectations of staff who are supported effectively to develop their knowledge and skills through training. The nursery demonstrates a strong commitment to their continuous improvement.

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

Children of all ages form strong attachments to staff. They are happy, settled and confident, displaying a strong sense of belonging. Children throughout the nursery make good progress through a balance of well planned and purposeful adult and child-led activities. These activities promote curiosity and exploration and arise from children's interests. Staff identify clear learning objectives for each child based upon regular observations and ongoing effective assessment and evaluation of their abilities. More focused information on children's learning and development is not gained for all children when they first join the nursery to support the clear identification of their starting points and capabilities. Babies are supported effectively by staff to be curious and explore the world around them through their senses. They are fascinated by balls in foam and are intrigued by the texture. Children develop coordination skills as they reach out for and hold a range of objects such as wooden spoons and whisks. Staff sensitively encourage children to try out new experiences as they respond to their babbling and emerging language through the repetition of words. Babies' emerging mobility is promoted well and supported through staff interaction and the layout of equipment which supports children when pulling themselves up to stand. Children are excited by bubbles and crawl to reach them. Toddlers curiosity is promoted well through a range of textural play. Children eagerly explore blown rice, dried spaghetti, water, sand, paint and dough at varying times throughout the day. They develop coordination as they use a variety of tools to scoop, paint, prod and mix items together. Children are supported well to share paint as they work alongside each other on one large piece of card. They observe change when it is mixed together and give meaning to their mark making such as recognising shapes they create when using brushes. Children are very interested in puzzles and respond well to encouragement to fit pieces together.

Children are captivated by stories and books. They sit close to staff, listen and respond to good open-ended questioning. Children's language is extended through the introduction of new words. Children work cooperatively together as they build towers of bricks and are encouraged to recognise shapes such as square in everyday objects. Children enjoy singing; they select their own songs and move their bodies rhythmically. Children willingly take part in large group activities such as Spanish. Staff sensitively support children through repetition and offer suitable challenges based upon what children already know such as the words for colour, number and good day. Children giggle with delight at their achievements. Children's understanding of language, number, developing problem solving and information communication and technology skills are supported, and extended effectively through computer programmes that include Spanish. Children confidently explain to the inspector what they have to do as they manoeuvre the mouse effectively and the importance of sharing as they take turns.

Children are supported well by staff to understand the importance of good hygiene routines and the importance of healthy eating. Children enjoy nourishing, freshly prepared meals using organic and locally sourced ingredients that take full account of their dietary needs and preferences. Children develop a good understanding of

the importance of regular exercise through a varied range of physical activities both inside and outside that they enjoy. Children show a good understanding of how to keep themselves safe within the nursery for example, when negotiating stairs, walking between rooms and regular practise of the evacuation procedures. They climb equipment in the garden safely and manoeuvre sit and ride toys without collision. Children are kept safe through vigilant monitoring when asleep. Children develop a sense of responsibility when designated as 'star of the day'. Their self-esteem and confidence is promoted effectively through the use of reward stickers. Staff support children well to manage their behaviour through frequent praise and consistent and clear guidance. Staff provide positive and respectful role models; consequently children's behaviour is very good. Children develop good skills for the future; they share, take turns and play cooperatively together.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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