



The Nursery School

Inspection report for early years provision

Unique Reference Number	156376
Inspection date	20 June 2006
Inspector	Joanne Wade Barnett
Setting Address	All Saints Church Hall, Chapel Green, Crowborough, East Sussex, TN6 2LB
Telephone number	01892 668059
E-mail	
Registered person	Jacqueline Bannister
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Nursery School was registered in 2001. It operates from a church hall in Crowborough in East Sussex. They have the use of a large hall that can be partitioned, occasional use of another larger hall, and an enclosed outdoor area. The nursery serves the local area.

There are currently 65 children aged from two to under five years on roll. Of these, 51 children receive funding for early education. Children attend for a variety of sessions.

The nursery supports children who have special needs and speak English as an additional language.

A maximum of 33 children may attend the nursery at any time. The nursery is open each weekday during school term times. Sessions are from 09:00 until 15:00 on Mondays to Thursdays. On Fridays the nursery is open from 09.00 until 12.00.

The nursery employs eight members of staff. Five staff have early years qualifications to NVQ level two or three. The setting receives support through the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises are clean and well maintained. Effective procedures introduced by practitioners help sustain good levels of cleanliness, for example, they wipe tables down with anti-bacterial spray and wear gloves when dealing with any spillages or nappy changes. Children learn about the importance of personal hygiene through the daily routine. They wash hands automatically after using the toilet and before snack and younger children do so with gentle reminders from practitioners. Careful consideration is given by practitioners in warm weather; children are protected from the sun and heat through the use of hats and sun cream. A sick child policy, accident and medication procedures and practitioners up to date first aid training means that they can act in the best interest of children should they become ill or have a serious accident.

A healthy diet is promoted at the nursery by practitioners through snack time and topics. Parents provide lunches that are stored appropriately. Snacks include fresh fruit, vegetables and bread sticks. Although plates are not provided some children use the tables to place food on, staff endeavour to ensure the area is clean. Lunchtimes are carefully organised to give regard to children's dietary requirements and details of allergies are known by practitioners to keep children healthy and safe. Children do not have opportunities to independently help themselves to water throughout the session, other than asking a member of staff or waiting for snack time.

Children have a positive attitude towards exercise and are developing their physical skills. They run and play in the large hall or in the garden, ride on wheeled toys, practice catching and rolling balls, manoeuvre pushchairs and climb on equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is a welcoming environment for children, parents and visitors, because staff greet them upon arrival and are friendly in their interactions. The premises are safe and secure and there are effective procedures in place for the arrival and collection of children. As a result, children are unable to leave the premises unsupervised and are only collected by authorised adults.

Children's safety is prompted in practice by practitioners and they have clear systems to keep them safe indoors and outdoors. Risk assessments enable practitioners to ensure that any outstanding safety issues are addressed promptly. Consequently children have a clear message and understand the importance of nursery rules regarding keeping themselves safe.

The fire evacuation procedure is displayed and fire detection equipment is accessible around the building. Fire drills are carried out regularly and details are cross referenced to the register, as a result, all children are regularly involved in the emergency evacuation practice.

The manager and deputy supervisor have a sound understanding and share responsibility for child protection. Practitioners continue to develop their knowledge and understanding of issues relating to child protection by attending relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

The environment is carefully prepared and well-organised, as a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities that encourage and promote all areas of development and stimulate their interests. Staff know the children well. They are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem is enhanced because the staff praise and encourage them and show delight in their achievements. Children show kindness and consideration to others, they talk and respond with animation and laughter to the staff and their peers.

Systems of planning are undertaken regularly, however this is currently being reviewed to incorporate fully the Birth to three matters framework, alongside the Foundation Stage Curriculum. Although careful consideration is given to ensuring children are able to access a broad and balanced range of activities, suitable to their ages and stages of development, opportunities for children to access materials that stimulate their senses and develop their creativity, at times is limited. For example, painting, sand and water play are available to either planned activities or outside play.

Nursery Education

The overall quality of teaching and learning is good. Children arrive confidently and settle quickly. They are keen to begin activities and become animated as they engage with the staff and their peers. Children speak openly and confidently and they receive regular opportunities to sing rhymes and engage fully in exciting and interesting stories. Children receive regular opportunities to attempt writing for different purposes, develop language for thinking and extend their imagination through story-telling. A well labelled environment helps children learn that words have meaning. Many children count reliably up to 5 and beyond and receive good opportunities to develop all concepts of mathematics through purposeful planned

activities and excellent questioning techniques used by practitioners. Opportunities for children to express and communicate ideas in role play continue to evolve.

All practitioners have a sound knowledge and understanding of the Foundation stage curriculum, this ensures children receive a full programme of good quality education. Curriculum planning is prepared in advance and staff use this as a working document with children as they guide spontaneous play and learning. Practitioners plan purposeful activities that provide opportunities for teaching both inside and outdoors.

Children move around the setting with confidence and are supported well by practitioners to help them achieve the most from all activities. They are engaged, animated, interested and absorbed, as they select activities, however table top activities are selected by staff and lacks child led activities.

Helping children make a positive contribution

The provision is good.

Children's individual care and educational needs are well recognised and practitioners endeavour to identify children's needs early on and monitor progress throughout the time in pre-school. They are skilled in doing this and help children to feel valued, supported and well cared for. As a result, children are developing good levels of confidence and are developing an awareness of the wider society. Children's spiritual, moral, social and cultural development is fostered. Children are extremely well settled and they are learning to develop good relationships with their peers and practitioners.

Children's behaviour is very good. Practitioners use positive behaviour management techniques and provide good role models. Subsequently children are valued and encouraged as individuals to contribute in group situations and are praised when they do something well. They know to share and to take turns, they are friendly, listening to each other, considering each others' feelings and sharing resources amicably.

Partnership with parents is good. The parents of children who receive nursery education benefit from a two-way sharing of information between parents and practitioners to enhance their children's learning. In addition, regular newsletters and consultation evenings ensure parents are kept updated with important information relating to the daily operation of the setting and children's progress. A key worker system is in place, and parents of nursery children know their child's key worker and are aware that the nursery has in place policies and procedures. However, the complaints policy has not been changed to reflect current changes to the legislation.

Parents of younger children benefit from open door policy which supports communication and allows parents to discuss their children's day at nursery. Although the staff are implementing the Birth to three matters framework, as yet, parents are not familiar with this.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides. The provider is able to show that all adults working at the setting have undergone checks to establish their suitability, however there is no written procedure as part of the recruitment process. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

The Leadership and management of the setting is good. An appraisal system successfully identifies practitioner's strengths and weaknesses and identifies any training needs. Plans cover all areas of learning to ensure children receive a balance across the six areas of learning. Practitioners work well as a team and know their role well. They meet regularly to discuss the children's individual needs. A secure knowledge and understanding of the Foundation Stage and how young children learn means that children are making good progress towards the early learning goals. Practitioners are kind and caring in their interactions with the children and clearly enjoy their company. Consequently, children are happy and approach them with ease.

The organisation of the session meets the needs of the children and provides them with a balance of activities that promote their development and enable them to relax, be active and engage in play activities with their friends. Practitioners apply useful questioning techniques to make the children think, such as, open ended questions. There is an outside area that children can access weather permitting.

Improvements since the last inspection

Following the last inspection there were a number of recommendations made relating to the following National standards: 1; Suitable Person, 8; Food and Drink, 9; Equal Opportunities and 13; Child protection.

The provider has made good progress in addressing these issues, whereby formal written procedures are now in place to ensure staff training and qualifications continue to develop and details of other organisations using the adjacent hall is in place.

The provider has improved equipment regarding resources reflecting people with disabilities and up dated their child protection policy document. However the recommendation on improving access to drinking water during the day is evolving and therefore has been highlighted in this report and a recommendation made.

Complaints since the last inspection

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that records reflect activities and development of those children under three years by the use of the Birth to Three framework
- ensure the complaints policy is in line with current changes to legislation and shared with parents

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop children's independence throughout the session, for example at snack time and lunch time. [this also applies to care]

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk