



Sure Start Sharps Copse Nursery

Inspection report for early years provision

Unique Reference Number	EY305510
Inspection date	26 June 2006
Inspector	Alison Jane Kaplonek
Setting Address	Sharps Copse Children Centre, Prospect Lane, Havant, Hampshire, PO9 5PE
Telephone number	02392 475101
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Registered person	Park Families LTD
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Sure Start Sharps Copse nursery opened in 2004. It operates from rooms within the children's centre at the same address. It is situated in the Havant area of Hampshire. A maximum of 114 children may attend the nursery at any one time. The nursery opens each weekday from 08:00 to 18:00 all year round. The breakfast and after school club open during term-time only. All children share access to a secure enclosed outside play area. Children attend for a variety of sessions.

There are currently 127 children aged from nought to under eight years on roll. Of these, 61 children receive funding for early years education. The nursery supports children from the local area and children in the after school club walk over from the local primary school nearby. The nursery supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 22 members of staff, 21 of whom are full time. Of these, 21 hold appropriate qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. They are provided with easily accessible soap and individual hand towels to avoid the spread of infection. They are well protected by well trained staff who follow effective procedures and practises, such as cleaning changing mats and wearing protective gloves when nappy changing. Well organised records, on colour coded sheets, are kept of accidents or the administration of medicines. Children's individual needs are well met, as staff ensure that any allergies they have are taken into account.

Children are well nourished and enjoy a varied range of food each day which includes a hot midday meal which is freshly cooked on the premises. They benefit from a selection of healthy snacks such as fruit, vegetable sticks and bread sticks. Older children in the after school club talk about healthy eating and which foods are good for them. They often help to prepare their own snacks. All older children have easy access to drinking water either from jugs or water dispensers. Younger children and babies are regularly offered drinks during the day.

Children develop a good variety of skills during their physical play, both indoors and outside. They enjoy their outdoor time in the garden area and playground, when they can access a good range of equipment which enables them to practice skills such as peddling, scooting and balancing. A good range of indoor equipment enables them to run, crawl and climb even when the weather is bad. Babies and toddlers have access to a variety of toys such as shape sorters or puzzles which they use to practice their manipulative skills. Pre-school children confidently use a wide range of small equipment to increase their hand-eye coordination, such as scissors, pencils, brushes and cutters and are gaining in control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are well cared for in a very safe and secure, child centred environment. Effective use of the available space both inside and out, enables them to move freely but safely, confidently accessing well maintained toys and play materials. Staff are

very vigilant and reduce the risk of accidents by carrying out daily, visual risk assessments on the premises and equipment. Centre managers ensure that any equipment or toys which may be damaged are repaired or replaced. Children are safeguarded by the use of stringent health and safety policies and procedures which include fire safety and thorough, written risk assessments on all areas of the building. Children and staff are familiar with the fire evacuation procedure which they practice regularly.

Children are extremely well protected by well trained staff who have a good understanding of child protection policies and procedures and give priority to ensuring that children's care and welfare are of paramount importance. Management keep local child protection team contact numbers accessible at all times and record any issues which may arise. Parents are provided with information about the centres child protection policy in the information pack provided. Staff also regularly share information about accidents and incidents with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children in all areas of the nursery are provided with a wide range of resources and activities which cover all areas of learning and provide good play opportunities for all, including those with additional needs. Babies and toddlers are provided with age appropriate resources and activities such as treasure baskets, stories and water play. The children in the pre-school and the older children in the after school club also have a selection of activities to suit their needs and enjoy craft activities and their physical play in the large hall or outside areas. Children are able to self-select a good variety of tools and materials from the child friendly storage units provided, often initiating their own learning. They are interested and involved and enjoy their learning. Staff are attentive, listen to what the children say and encourage them to think and recall past learning. All children follow the high scope approach to learning which gives them a good sense of routine and structure to their day. However, there are times when babies and younger children are expected to sit for quite long periods of time as part of the daily routine or are offered a limited choice of practical activities.

Nursery education.

The quality of teaching and learning is good. Children are making good progress in all areas of learning because of the staff's knowledge of their individual needs. Staff provide an environment where children have a wide choice of activities and independent access to many resources. Children's work is valued and used for display purposes, providing a colourful and stimulating environment. Children benefit from staff who have a good understanding of how children learn and extend their learning using positive teaching and questioning. Children are provided with a calm learning environment where they feel secure and able to enjoy their learning. Plans cover all areas of learning and are sometimes extended for the older or more able children. All staff are involved in assessments, although these are currently linked to the high scope curriculum rather than the Foundation stage curriculum .

Children are confident speakers using language to initiate and organise their play, for

example when discussing which bricks to use when building a bus with the big blocks. They use language to explain what they are doing, both to staff and each other. They enjoy using books and listening to stories. Most children recognise the sounds of letters in their names during greetings time and some children are able to write recognisable letters.

Children take part in a good range of games and activities to develop their number skills and many count and recognise numbers to ten. Children use mathematical language and talk about shape, size and quantity during planned and routine activities, for example when looking at shapes in their environment. They learn about problem solving through practical activities such as filling the water tray or working out how many teddies will fit in the bed.

Children regularly explore and investigate, for example when playing with wet sand or dough, when growing beans or discovering what happens when they draw with wet chalk. They design and make their own pictures using the wide range of collage materials which they can access independently. Children use information technology such as computers and remote control cars to support their learning. They use their imaginations well in numerous play situations, for example during role play in the home corner or when mixing paints during art and craft work. They explore colour and texture when experimenting with sponge painting or using collage materials. Children talk about themselves and are learning about the customs of others. They follow the travels of the nursery bear as he goes on holiday with staff and children.

Helping children make a positive contribution

The provision is good.

All children are welcomed and fully included in the routine of the nursery and after school club. All children are valued and their individual needs well met. Children with learning difficulties and/or disabilities or English as an additional language are provided with extra support and have individual education plans.

Most children have good levels of confidence and self-esteem, show respect for each other, and are learning to share and take turns. They form good relationships with adults and their friends. Those who are less settled are provided with extra support by staff, and parents or carers can stay on site if they wish. All children play an active part in the selection of activities and resources, and help to tidy up. Older children in the after school club often help to prepare their own snacks.

Children benefit from clear rules and routines. They know what is expected of them when it is small group time or planning time. They respond well to music played to remind them about tidying up time. Staff regularly praise and encourage good behaviour and as a consequence children behave well. They have access to a selection of resources which promote equality of opportunity and which help them to learn about differences, such as books, posters and play food. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good and this has an important influence on children's wellbeing. Parents are provided with a wide range of information

regarding policies and procedures in the nursery prospectus and on the notice boards. Regular newsletters inform them of community events and activities taking place within the nursery. Parents are kept well informed each day about their child's routines through the use of daily diaries which include information about what their children have eaten, whether they have slept and the activities they have chosen to take part in. Parents feel welcome in the various areas of the nursery and able to approach staff to discuss their child's care and welfare.

Organisation

The organisation is good.

Children are cared for in a warm and welcoming environment. They are cared for in safe and secure premises where staff are appropriately checked and well qualified. Staff work directly with the children, are well deployed and understand their roles and responsibilities, ensuring that children's individual needs are well met. All essential records are kept for each child. These are very well organised and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff know the children well and know which children are due in at each session, completing daily registers each time, although these do not include times of arrival and departure. A good range of policies and procedures which are shared with both staff and parents, means that the children's centre meets the needs of the range of children for whom it provides.

Leadership and management is good. All staff and management are committed to providing care and education of a good standard. They ensure that evaluation is carried out for nursery education activities and that these are discussed at regular team meetings. They discuss and identify areas for development. Staff receive regular appraisals to identify their training needs, and there is a thorough induction procedure for all new staff.

Improvements since the last inspection

Not applicable.

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.

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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):

- re-evaluate the routine to ensure that children do not sit for too long and that they have a good choice of practical learning opportunities.
- ensure that registers for children and staff include times of arrival and departure.

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):

- ensure that assessments link to the Foundation Stage curriculum.

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