



Midhurst Nursery Class

Inspection report for early years provision

Unique Reference Number	113598
Inspection date	09 February 2007
Inspector	Maureen Croxford
Setting Address	The Youth Club, Lamberts Lane, Midhurst, West Sussex, GU29 9EA
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Registered person	Christine Reseigh
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 outstanding.

WHAT SORT OF SETTING IS IT?

The Midhurst Nursery was registered in 1992 and is privately owned. The nursery is based within the Midhurst Youth Club, in West Sussex. Children have the use of four rooms with toilet, washing and kitchen facilities provided. Children attend for a variety of sessions. The nursery serves children and families from the local area and surrounding villages and opens five days a week during school term times. Sessions are from 9.00am until 3.00pm on Monday, 9.00am until 12.15pm on Tuesday and Thursday and from 9.00am until 1.00pm on Wednesday and Friday. The group is registered for 26 children each session aged from two years to five years. It is the policy of the nursery to accept children from two years and six months. At the time of the inspection, 38 children were on the register, including 20 three-year-olds and 5 four-year-olds who are in receipt of funding.

The provision has procedures in place to offer support to children with learning difficulties, physical disabilities and children who speak English as an additional language. At the time of the inspection, six members of staff are employed to work with the children. All members of staff hold relevant early years qualifications. The group receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Evidence shows that many exciting and worthwhile activities are planned to help children understand and follow good hygiene procedures. Their good health is promoted very effectively as staff encourage them to wash their hands regularly, for example, before the cooking activity and after using the toilet. Children use cleansing gel before snack time to ensure that they are protected from bacteria. Staff use anti-bacterial cleaners on all surfaces including the toilets and basins. They wear gloves when dealing with bodily fluids, for example, after an accident.

All members of staff hold first aid certificates and these are displayed on the notice board so that parents are aware of the staff qualifications. Excellent arrangements are in place for the administration of medication, for example written permission from parents, records and storage. Staff will administer only medication prescribed by a doctor.

Children enjoy healthy snacks provided by the setting, including rice cakes, cheese, milk and water. They are learning about healthy eating through interesting, well-planned topics. Timetables show snack times as regular and purposeful periods and time is planned for children to enjoy their food and drinks as social occasions. Parents provide lunch boxes for children who have their midday meal at the provision and these are stored appropriately.

Children develop an extremely positive attitude to physical exercise and benefit from the very well planned play in the provision and the fully enclosed garden. During the inspection, the planning is adapted because of the weather, which enables children to enjoy pulling each other on sledges in the snow. Evidence shows staff create many opportunities for children to enjoy a wide range of physical equipment such as balls, sit-and-ride toys and balancing equipment with confidence and ease. All children are developing a good sense of spatial awareness, both inside and outside, as they move around the setting with confidence. Staff have an excellent understanding of how young children develop, which contributes to their good health and physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel very welcome in the provision as staff greet them and their parents at the entrance to the premises. Staff offer children individual help if required to change into their indoor shoes. The planned activities for the session are displayed on a notice board using photographs and parents can help their child choose what they would like to do. Children enter the provision happily; self register and settle quickly into their chosen activities. They feel valued as their

artwork and photographs of them enjoying their activities are attractively displayed in all areas the nursery.

The premises have good safety features such as locked and alarmed doors and a secure, fully enclosed garden area for outside play. This ensures that children are unable to leave the premises unsupervised. The excellent deployment of staff and the well laid out rooms ensure that children can be seen at all times. All visitors are signed in and out of the visitor's book and are included on the self-registration board. The premises provide plenty of space to offer a range of activities, and promote the children's development. They are maintained to an acceptable standard and the temperature is appropriate.

Children move confidently and safely around the premises, including the outside areas. Suitable child sized tables and chairs allow children to be comfortable and to eat and play together. Children are able to access their own resources with ease and in safety, as most toys and equipment are stored in low-level cupboards. There are suitable areas available for children to rest and relax in comfort. Children are sufficiently challenged as the provider and staff ensure that they have access to extensive range of stimulating and exciting activities and resources.

The provider has ensured that children are kept safe at all times. A health and safety officer has been appointed who ensures that issues are discussed at staff meetings. Hazards to children are reduced as staff carry out regular comprehensive risk assessments of the premises and when on outings to minimise identified risks. Staff ensure that all toys and equipment are suitable for the age and stage of development and adapt activities so that all children are able to be involved.

Children learn to keep themselves safe as staff discuss the provision's rules with them. They are discovering that the provision has boundaries and limits. Clearly defined procedures for emergency evacuation of the building are in place, which are understood by staff, who carry out regular fire drills.

Children are protected because staff understand their role and responsibilities in safeguarding children. Appropriate procedures and policies, which staff put into practice when necessary, are available to parents. The provider is the designated person and staff fully understand the importance of confidentiality.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy the extremely stimulating range of resources and experiences provided by staff who plan for the younger children and the curriculum for the funded children. The provider and staff plan activities very well, which enhances the quality of experiences offered to all children in their care. Staff carefully observe and record what children are able to do which helps staff identify significant steps of achievement and shows what a child understands and is able to achieve. Activities are evaluated to ensure the individual needs of all children are met and their welfare promoted. Children benefit from staff working closely with parents and outside agencies, including health visitors, a mentor from the local authority and the reception teachers from local schools.

Children build warm relationships with all staff, who know them well, and offer them praise and encouragement when appropriate. Staff help children to develop positive relationships with their peers and respect their opinions. They meet the children's needs through appropriate interactions which helps to promote their self-esteem, including good eye contact, conversation, listening and cuddles. Staff provide a warm and secure environment in which children are able to develop their confidence and independence. For example, pouring their own drinks, helping others at snack time and dressing for outside play.

Children receive many worthwhile opportunities to use all of their senses to explore a wide range of textures and media, such as sand, water, cooking and dough. They benefit from consistent routines between home and nursery, which helps to secure children's sense of belonging and emotional well-being.

Staff plan many opportunities for all children to use their imagination. The children thoroughly enjoy the music and movement session, imagining themselves to be astronauts, floating in space in their spacecraft, spinning like planets and landing on the moon. They pretend to take giant steps on the moon and then 'drive' the 'moon buggy' over the rocks.

Nursery Education

The quality of teaching and children's learning is outstanding. Children make very good progress towards the early learning goals and engage in a wide range of experiences and activities covering all areas of learning. This is recorded in photographs, children's work and written observations. The nursery staff are extremely well qualified and experienced, and use their extensive knowledge of the Foundation Stage to plan a very stimulating curriculum. As a result, children are well motivated and make many good links in their learning.

Staff monitor children's progress and planning takes into account of what more able children can do and how they will be sufficiently challenged. Staff extend the children naturally during activities, for example discussing with children what it might be like on the moon. Excellent procedures are in place for children with learning difficulties, enabling them to make very good progress towards individual targets. Several staff have attended training for children with learning difficulties.

Children are becoming increasingly self-assured and are confident enough to try new activities and speak in a familiar group. They are very comfortable in the provision and have a very positive attitude to learning. They play well together, develop very good relationships with staff and their peers, and are sensitive to the needs of others. They co-operate during play taking turns and negotiate which equipment they wish to use. Staff actively encourage children to work together in groups, such as building snowmen, to enable them to relate to their peers. They are encouraged by staff to be polite and behave well.

Children are extremely interested in their activities and show very good levels of perseverance and concentration, for example, during the music and movement session. Staff act as positive role models through their own enthusiasm for learning and encourage children to talk about their home and community life. Activities and resources are easily accessible to children, which enables them to easily make choices about their play and develop their independence. For

example, during the craft activity a three-year-old chooses his own resources from low-level storage units, when making a collage of a robot. Children are learning to dress and undress independently. They are able to put on outside clothing, including dungarees and boots before going into the garden. During the inspection, older children are observed helping less able children with their coats and gloves.

Children interact very well with their peers and staff and take turns in conversation, for example, a group of three and four-year-olds tell the inspector about the 'moon cakes' they have made. Children practise early reading and writing skills and are beginning to link sounds to letters. Staff encourage them to mark-make and the more able children use recognisable letters when writing their own name. Most children are able to use a pencil and hold it effectively to form recognisable letters.

Good visual aids are available to children, including name labels, pictorial timelines, photographs with captions, and the use of sign language by staff. They encourage children to explain what they are trying to achieve and to reflect on past events and experiences. Children have very good access to a range of books and listen avidly to stories read by staff, who extend their vocabulary which results in children exploring the meaning and sound of words. The older children are beginning to make up their own stories, for example, when dressed as astronauts and playing in a large cardboard rocket.

Children count independently with confidence during daily routines and everyday activities. They say and use number in order in familiar contexts. They show an interest in numbers and enjoy singing simple number rhymes and songs. Most children are beginning to use one number name for each item they count and some select the correct numeral to represent a number of objects. Good use of number lines and friezes ensure that children see numbers as labels. Children use appropriate language such as 'more', 'less', 'smaller' and 'heavier than' when filling containers with pulses. They recognise simple shapes, such as circle, triangle and square. Staff support children and encourage them to compare and calculate during everyday activities, for example, when deciding how many beakers are required on each table and comparing this to the number of children.

Children receive many well-planned opportunities, activities to investigate materials and objects by using all of their senses. They find out about some features of living things, for example, growing and caring for plants both inside and outside. Children are beginning to use questions to discover and gather information about how things work. They are beginning to describe their own observations. For example, a three-year-old explains her painting to a member of staff. Children have sufficient time and appropriate materials to explore different methods of designing and building using a range of materials and techniques. They have good access to computers and programmable toys. Staff take children on walks, and visits to the library and primary school. Evidence shows opportunities for children to develop their understanding of the local community and people who help us.

Children enjoy a wide range of planned, challenging physical play opportunities both inside and outside, including travelling over and through climbing and balancing equipment. Most children are able to adjust speed and change direction to avoid obstacles, mount steps and climbing equipment using alternate feet. Evidence shows they are develop increasing control

when using equipment for throwing, catching and peddling. Children's manipulative skills are well developed and they successfully use a wide range of tools such as scissors and pencils, and craft materials in the many creative activities offered.

Helping children make a positive contribution

The provision is outstanding.

Staff provide an extensive range of resources and activities to promote a positive view of the wider world, for example, topics such as 'Native Americans'. Evidence shows activities, which help children value diversity, including the celebration of Hanukkah, Christmas and Chinese New Year. Children establish a robust understanding of their local community as they visit local amenities, such as the local common, the library, shops and the church. All children in the nursery are valued and respected as individuals by staff, who take great care to ensure that all children are included. Children benefit from the very well planned activities and close links with the local primary school. These include visits to the schools with the provider and visits from the reception teachers.

The provision has excellent procedures in place to offer support to children with learning difficulties, physical disabilities and children who speak English as an additional language. Staff are extremely proactive in supporting children with individual needs, which develops their sense of belonging and their self-esteem. Staff work closely with parents and carers to ensure that children's individual needs are met. Parents are offered a well-written 'Additional Needs Information Leaflet' which the provider has produced, on how to obtain further information from both the staff and outside agencies if they feel they require extra support.

Children's behaviour is very good and they recognise the difference between right and wrong. Staff help children to understand why some behaviour is not appropriate and talk to them about how it makes each other feel. As a result, children know what is expected of them and show high levels of confidence and self-esteem. Children show care and concern for each other and play together cooperatively, sharing, taking turns and assisting one another. Staff praise and reaffirm their achievements, guiding their social and moral values.

The partnership with parents is outstanding. Parents actively contribute towards their children's learning and development because they are fully informed of the daily activities. The provider implements highly effective induction sessions and offers parents well-written information which includes the policies and procedures. Further information is offered on the Foundation Stage, the early learning goals and Birth to three framework.

The partnership with parents and carers is outstanding. Parents and staff regularly discuss the progress of all children at parents' sessions, using the children's assessment records. They also share information informally on a daily basis as staff make time to talk to parents. Parents are encouraged to contribute to their child's learning, for example, through the book lending scheme. Systems are in place to ensure that all parents' comments and concerns are noted. Comprehensive records are kept, including the findings of their investigations and actions that have been taken.

This is a positive approach. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

All staff hold appropriate childcare and teaching qualifications, and all have experience of caring for children. The provider and staff offer high quality opportunities, which are rooted in their expert knowledge of childcare and development. Staff deployment is excellent and they have a very clear understanding of what is expected of them on a daily basis, helping to promote positive outcomes for children. They see self-development as very important and are very keen to attend further training. Systems such as staff appraisals are in place and regular team meetings are held to ensure that the needs of the children and staff are met.

The on-going training, for example, around the Birth to three matters framework, the quality assurance scheme, first aid, safeguarding children and NVQ training, contribute to the children's development, health, safety and wellbeing. Children benefit and make good progress in their learning due to the good knowledge of the staff who extend activities naturally. All legally required documentation is in place and shared with parents, including children's and staff records, register, accident and medication records. However, some information in one of the procedures requires updating.

The leadership and management of the nursery education is outstanding. She has ensured that all those working with children in receipt of funding for nursery education have a very good knowledge of the curriculum guidance. The provider offers strong support to staff and parents on a regular basis. She observes and monitors the quality of teaching. All aspects of children's wellbeing and learning are evaluated and areas for improvement are identified and acted on. The provider and staff are committed to the improvement of the provision.

The setting meets the needs of the range of the children for whom they provide.

Improvements since the last inspection

At the last inspection, the provider was asked to ensure that procedures are put in place to check that all persons escorting children on outings are vetted and that any vehicle used to transport children conforms to legal requirements and has appropriate insurance cover in place.

The provider has reviewed the outings policy and procedures, and all persons who accompany children, hold current Criminal Records Bureau checks. She ensures that all drivers and vehicles hold the required paperwork before the provider uses them for transporting children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- update information in the complaints procedure with regard to the Ofsted address.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk