

Sure Start Nursery

Inspection report for early years provision

Unique Reference Number	156387
Inspection date	16 April 2007
Inspector	Fran Fielder

Setting Address	Hailsham East Community Centre, Vega Close, Hailsham, East Sussex, BN27 2JZ
Telephone number	01323 444873
E-mail	
Registered person	Sure Start
Type of inspection	Integrated
Type of care	Full day care, Crèche

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 Nursery opened in 2001. It operates from Hailsham East Community Centre which is located in an area of disadvantage. The centre provides crèche facilities to support parents and carers attending the courses. The centre also provides a wide range of well-established additional services and support groups for the local community.

The nursery comprises of two playrooms and a baby room with sleeping facilities. It has two fully enclosed outdoor play areas and a separate area for babies under two years. There are toilet and kitchen facilities and wheelchair access. The nursery is close to schools and shops. It serves families from the local community and surrounding area.

There are currently 79 children, aged under eight years, on roll in the nursery. This includes 29 children who receive early education funding. The setting supports several children with learning difficulties and makes provision for those who speak English as an additional language.

The nursery opens five days a week from 08.00 until 18.00. Sessions are from 09.15 until 11.45 and 13.00 until 15.30 for 49 weeks of the year. Children attend for a variety of sessions and some stay all day.

Ten members of staff, including the manager, work with the children. All members of staff have a recognised early years qualification. Three members of staff are taking further training. The setting receives support from an advisor from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn how to keep themselves clean and healthy through discussion and effective daily routines. Staff set a good example that ensures children know to wash their hands after visiting the toilet, after messy play and before meals. Each child has its own toothbrush. Topic work develops children's understanding of how to look after their teeth and that they should eat sweets only as an occasional treat. Staff adhere carefully to children's dietary needs to ensure there are no adverse reactions.

A snack bar operates throughout the session and children can help themselves to fruit when they need sustenance. Drinks are always available and children can help themselves whenever they are thirsty. This encourages them to think about their personal needs and promotes independence. Nutritious, freshly prepared meals and lunch boxes ensure children develop healthy eating habits. The organisation of lunch means some children are almost finished eating before others start their meal.

Children enjoy plenty of fresh air. They have free access to a spacious outdoor area where they can take part in activities that support their physical development. They play with hoops and beanbags, ride on wheeled toys and climb on large equipment. Their fine motor skills are developing well. They enjoy writing and show very good control when using spoons to dish out their fruit.

Staff support young children's emotional well-being by acknowledging feelings. Babies express their feelings well. They smile when happy and have a furrowed brow when looking for something and asking 'where's it gone?'. They show delight when they find the missing item. They are developing good body control and gaining physical strength.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play happily in extremely well laid out rooms where staff create a lovely atmosphere. The rooms are stimulating with many informative posters, mobiles and bright displays of children's work that make the nursery very welcoming for children and adults. Even the toilet area is used as a learning environment with posters and labels showing 'left', 'middle' and 'right' on the doors. Children love looking at photographs of themselves engaged in a variety of activities. Soft furnishings in the book area provide good opportunities for children to relax or read in comfort. Children can move around and play safely. They choose freely from a wide range of stimulating toys and resources. These cater for all ages and preferences.

The security of the premises is good and regular risk assessments allow staff to identify potential hazards within the setting. Regular fire drills ensure children and staff know how to evacuate the building safely. Staff are vigilant when children are playing outdoors and water play is especially well supervised. This ensures children's safety. Children learn how to keep themselves

safe because staff explain the potential dangers, for example, of playing outdoors where there is little shade.

All staff receive training and have detailed written guidance on child protection issues. They have a clear understanding of their role in safeguarding children and this supports their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children gain much from being together with consistent carers. They learn to communicate and develop good relationships with peers and adults. Children are very confident and enjoy the freedom to explore their own interests and learn through well-organised play. Staff use the Birth to three matters framework to plan meaningful activities for babies and children under three. Many activities stimulate children's senses and develop their creativity. They paint, play with gloop and jelly, watch how sand and water flows and experiment with objects that float. They enjoy looking at themselves in the mirror or relaxing in the 'Three Bears Cottage'.

Nursery Education

The quality of teaching and learning is good. Staff have a very good knowledge of the Foundation Stage of learning. This enables them to plan a wide and stimulating range of practical activities that interest the children. Good observations identify children's achievement and allows staff to plan the next steps for each child. This ensures all children's learning and developmental needs are met. As a result, children make outstanding progress in their personal, social and emotional development. Children develop a very positive attitude to learning. They are exceptionally well motivated and show very high levels of concentration. They are curious and ask questions about people and activities. Many aspects of their day encourages independence such as deciding when to have a snack.

Children enjoy books and handle them carefully. They spend time 'reading' and sharing books with friends and adults. The print rich environment helps children understand that written language conveys meaning. However, the only language displayed is English. Children recognise their name and many are keen to practise writing. They speak very confidently and listen carefully to each other, taking turns when speaking in a group. Staff encourage conversation by asking open-ended questions. Consequently, children express their ideas and experiences well using good vocabulary. Children talk about shapes and colours when painting 'railway carriages' and when making houses out of bricks. They count confidently and enjoy many activities that develop their understanding of numbers.

Opportunities to explore are wonderful. Children love to look at small creatures and their own hands through magnifying glasses. They are fascinated when playing with boxes that have a mirrored lining. They excitedly discuss how the images of items placed in the boxes are produced repeatedly. Children learn about various cultures giving them a greater understanding of the wider world.

Children use their imagination by acting out different scenarios in the role-play area. Staff make this easy to access and create many opportunities for children to learn from their play. Children buy and sell, play at mending cars in the garage or planning holidays at the travel agents. Children have fun using tea bags to create a huge splatter painting. They use every day objects to create models.

Helping children make a positive contribution

The provision is good.

Staff clearly respect children allowing them to express their individuality. Staff listen to them making them feel valued and important. Many resources reflect positive images of all aspects of society. This means children learn to acknowledge and accept differences. Children dress in saris and use a wok and chopsticks during play. This helps them understand different cultures.

The provision for children with learning difficulties and other special needs is very good. All children can access all activities and staff ensure all children are encouraged and supported so they can maximise the experiences and activities on offer. Staff have a very good understanding of how to support individuals.

Children's behaviour is excellent. Staff praise children for good behaviour, kindness and sharing. They know what is expected and staff's consistent approach together with good explanation ensures children know the boundaries. This makes them feel secure. Children are given choices such as either sitting on a chair or on the floor; both produce a positive outcome. Additional information on how to support children with speech and language difficulties is available within the children's centre. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Information about the provision and the curriculum is available in clear interesting displays. The information shows children having fun and outlines what they are learning. This makes it easy for parents to see the value of play. Daily chats, care diaries and consultation sessions keep parents fully informed of their children's progress. Parents receive information on how to support their children's learning at home.

Organisation

The organisation is good.

Children benefit from playing in a well-planned environment that allows them to gain fully from all activities. The key worker system and very effective staff deployment ensures children receive good support at all times. Effective recruitment and induction procedures means that suitable, experienced and qualified persons look after the children. Regular meetings and frequent briefings keep staff up to date with any changes within the setting. Regular appraisals and meetings assess the ongoing suitability of staff and help identify training needs. Staff have many opportunities to attend relevant courses.

The children's centre offers a wide range of well-established additional services. Several of these link closely with the nursery such as the parent and toddler drop ins and the crèche facilities. The crèche facilities allow parents to attend courses such as cooking and parenting skills or to enjoy a 'lunch in peace'.

Leadership and management are good. Staff work extremely well together. They are enthusiastic and committed to their work. Very good support and guidance allows staff to provide a stimulating well-balanced programme. The manager observes and evaluates the effectiveness of the education to ensure children are well stimulated and appropriately challenged. This means the activities support children's development. The nursery staff put together development plans, act on these and assess the impact. This demonstrates a commitment to improving the outcomes for children. Managers are keen to develop the provision and are already looking at ways to implement the Early Years Foundation Stage framework.

Policies and procedures are reviewed each year to ensure they truly reflect practice. All required documentation is in place and well maintained. Well-maintained records ensure the safe and effective management of the setting in order to promote children's welfare. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the nursery agreed to update the child protection policy and the contact details in the complaints procedure. They also agreed to record clearly the times of arrival and departure of staff.

The child protection policy now includes the procedures to be followed in the event of an allegation being made against a member of staff. All staff are aware of the procedures and understand the importance of clear procedures that safeguard children. The complaints procedure includes contact details for Ofsted and this is shared with parents. Staff sign in and out of the nursery as well as the children's centre. This makes it clear who cares for the children in the nursery.

At the last education inspection, the nursery were asked to provide more information to parents about the Foundation Stage of learning, to monitor and evaluate practice and to use the observations made on children to extend learning for older or more able children.

Parents receive comprehensive information about the Foundation Stage of learning in the form of newsletters and displays. This means parents are clear about the value of play and understand what their children are learning during fun activities.

The manager observes practice and discusses this with staff during individual meetings. Activities are evaluated to identify what went well and where improvement can be made. This ensures practice continues to improve and activities are stimulating and helping children make good progress towards the early learning goals.

Observations are used well. Staff identify children's achievements and their next steps for learning. This information is used when planning activities for the following week. This means all children's developmental and learning needs are met.

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.

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):

- organise mealtimes so that children benefit more from the social aspect of eating together

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):

- expand the variety of languages used in displays so children learn that written communication takes many forms

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