

Tarnerland Nursery School

Inspection report for early years provision

Unique Reference Number	EY279045
Inspection date	10 January 2007
Inspector	Shan Gwendoline Jones

Setting Address	St. Johns Place, Brighton, East Sussex, BN2 0GR
------------------------	---

Telephone number	01273 294199 or 294188
-------------------------	------------------------

E-mail

Registered person	Tarnerland Nursery School
--------------------------	---------------------------

Type of inspection	Childcare
---------------------------	-----------

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

On the basis of the evidence collected on this inspection:

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

WHAT SORT OF SETTING IS IT?

Tarnerland Nursery School opened in 2004 under its current registration. It is a long established provision and forms part of a larger local education authority school. The school is run by the governing body. It operates from a purpose built ground and first floor building located near to the centre of Brighton. A maximum of 51 children may attend at any one time. The provision is open each weekday from 08:00 to 18:00, 50 weeks of the year. Wrap around care consisting of before, after school care and a holiday play scheme is also available. All children share access to a secure enclosed outdoor play area.

There are currently 41 children from three months to three years on roll in the under three's unit. Children attend for a variety of sessions. The setting supports children with learning difficulties and also children who speak English as an additional language.

The nursery employs 12 staff, 10 of the staff hold appropriate early years qualifications. Two staff are working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and Brighton and Hove Central Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is promoted as the premises are maintained to a excellent standard of cleanliness. Children thrive because of the thorough procedures and documents that are in place. These ensure that children's individual needs are very well met. They learn from a young age about the importance of being healthy through the skilful support and guidance and through well-established daily routines. Staff carefully explain to younger children the reason why they are washing their hands and the consequence of not doing so. The suitably equipped cloakrooms facilitate this. Effective policies and procedures are in place for administering medication and managing accidents, thereby helping to ensure children are well looked after. Staff are vigilant to children's safety, and act in a caring and professional manner to ensure their welfare is met at all times. For example, when responding to an accident, staff immediately applied the necessary first aid, ensuring the child was reassured and comforted. Most staff have up to date first aid skills to help children should the need arise.

Children develop an awareness of the importance of healthy eating from a young age. They enjoy a good variety of nutritious meals and snacks, including different fruit and vegetables. Mealtimes are relaxed, social occasions when children and staff sit together in their own group rooms and enjoy each other's company. Staff foster children's enjoyment of food and encourage them to experiment with different tastes, such as introducing seasonal fruit, vegetables and blending fruit smoothies. Children have their health and dietary needs met because staff work well with parents. For example, staff liaise regularly with parents to ensure that babies' needs are met, such as bottle feeding and weaning and that all children's individual dietary requirements are followed.

Children are encouraged to care for their environment from a young age, for example they use the recycling area and are encouraged not to waste water when washing their hands. Indoors they are well protected from dirt as all adults are asked to remove shoes before entering the baby room. Both toddlers and babies sleep in clean and inviting conditions. Nappy changing areas are clean and include items that stimulate the baby or child while they are being changed.

Physical activity is highly regarded and children are able to develop their physical skills as they frequently take part in a wide range of activities on a daily basis. The magical outdoor environment is used effectively with younger children to ensure they progress. They delight in rambling in the 'meadow' with support from staff. The free flow between indoor and outdoor play for the younger children ensures they participate in a wealth of worthwhile experiences. They delight in natural exploration such as, painting water on the walls and exploring the mud and leaves.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children benefit from this warm, clean and stimulating environment. Children's health and lifestyle is extensively promoted through first-rate provision and encouragement to enable development of self-care skills. They are encouraged and supported in achieving and being responsible for their own needs. Children move safely around both the inside and outside areas. For example, when escorting babies and toddlers to the outside play areas staff ensure they closely and carefully supervise the children .

Admission to the building is closely monitored, ensuring no unauthorised people have access to the children. All visitors are greeted by the receptionist and are required to sign in and out of the building. A complete record of everyone on the premises is maintained at all times, helping to protect the children. Recruitment procedures are robust and ensure that only those adults suitable to work with children are allowed to do so. Children's welfare is additionally promoted through the management's extensive knowledge and pro-active skills with regard to their safety. For example, written risk assessments are carried out to identify hazards with regard to use of equipment, spaces within the nursery school, considerations for outings and use of transport.

All children have access to a superb range of quality toys and resources, which are suitable for their ages and stages of development. Resources have been carefully chosen to support children's play and are regularly checked for hygiene and safety. Toys are made easily accessible and at the children's level so they can independently select resources. Young children benefit from using heuristic play resources, such as wood and natural materials, to enhance their play experiences.

Children's welfare is given very high priority and safeguarded by the staff's sound knowledge of child protection matters. Staff have attended child protection training, they know the indicators of abuse and the procedure to follow for reporting concerns. Links are maintained with other agencies and any issues or concerns are acted upon promptly, protecting children. The children are further protected through ongoing training and personal development and very keen interest to ensure all children are protected.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are having a wonderful time and they really look forward to their day at nursery school. They are having fun in a truly magical environment where they feel very safe and secure. Children are captivated by the extremely interesting curriculum which is well planned and presented by very enthusiastic staff.

Staff use extremely effective teaching methods to deliver an exciting and vibrant curriculum which really captures the children's imagination. They have an exceptional understanding of child development and plan an excellent range of activities for all children to take part in. They have a very good understanding of how children learn and use the 'Birth to three matters' framework to plan an exciting range of activities to enhance children's development and help them acquire new knowledge and skills. Plans are based on the children's individual interests. For example, when staff observed a child's enjoyment for jumping they incorporated this into a planned activity. A child played with the drums and staff sang 'I am the music man' along with the rhythm of the tune, placing emphasis on the sounds of the words to encourage their language development. Staff effectively questioned 'can you make a pattern with the music, tap your hands and touch the drums and now you've made a pattern'.

Children are confident, happy and enthusiastic in participating in activities. They choose and use resources independently, and confidently express their needs, likes and dislikes. Staff sing songs incorporating actions and rhythms and use tools such as bubble blowing to extend their enjoyment, children are delighted and exuberant. Children's enjoyment in this activity was extended further. Staff suggested taking the bubbles to the outside area, meeting and following through their thoughts, ideas and interests. They are fully engaged in a wide range of interesting and exciting activities which are appropriate to their age and ability. This level of involvement

is enhanced by the high quality of adult questioning and the respect shown for children's answers. Children are forming good relationships with adults and their peers. They behave well and co-operate taking turns during activities. Younger children are very competent learners. They have excellent opportunities to explore using their senses as they feel the texture of leaves and listen to a variety of music.

Babies relish opportunities for messy play and the exploration of an excellent range of toys and household objects. Toddlers develop excellent independence skills. They spontaneously take off their shoes and put on their own Wellington boots and know why when moving between the outside and inside areas. All children develop a huge amount of confidence and positive self-esteem through the interaction, care, love and attention they receive from staff. Children are valued and treated with trust, concern and respect by a staff team who have a wonderful caring manner and overwhelming warmth.

Overall, children make progress in all areas of learning. This is recorded in photographs, children's work and written observations which link well into the Birth to three matters framework. Records of children's achievements are attractively presented and shared with parents. All staff throughout the setting are experienced with their particular age range and evidently enjoy the children's company immensely. All children are well settled and confident and are given excellent support that is closely connected to their own developmental path.

The out of school provision ensures children receive continuity of care. At the 'tea time club' they have the opportunity to relax and make decisions about their own play and learning. Some children were reluctant to go outside and were given the choice of staying indoors. One child assisted a member of staff in the preparation of pasta bake for tea. With the use of a rotary cheese grater, children competently develop their dexterity and actively contribute to group snack time.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and play a full part in the nursery because practitioners value each child as an individual. Staff and children have mutual respect. Children are full of confidence and self esteem. They show delight in receiving lots of praise and encouragement from staff as they achieve in completing new tasks, however small. Children's behaviour is excellent, staff are clear about simple rules that govern conduct, all staff are excellent role models. From a very young age children are learning to share, take turns and to be kind to each other. They enjoy quiet times as they listen to a wide range of stories and music. Children are introduced to celebrating a wide range of festivals such as, Eid, Diwali and Christmas.

Children's learning difficulties are met by a professional, well qualified team of staff who know where to access support for particular needs. There is a multi-agency approach which works well to support children and their families. The youngest children are encouraged to become skilful communicators as they listen to songs and rhymes staff use when changing them or playing in the baby room. Staff are skilled in the use of sign language and use this effectively with babies and toddlers. Children clearly enjoy attending and experience moments of awe and wonder. One example was when a toddler pressed the buttons on a fan, staff encouraged them to experience the sensation of the wind in their hair mimicking a 'whoosh' sound. Toddlers experiencing this giggled with delight and were mesmerised with the moment.

Staff have attended the course 'Birth to three matters' and have fully implemented this within the setting. The children benefit from the key worker system in place and there is a daily exchange of information between parents and staff to include routine, activities and achievements. As a result, children are very happy and their individual needs are met effectively.

The partnership with parents and carers is outstanding. Parents are encouraged to follow in detail children's daily activities and progress. They are very well informed about what is going on through notice boards detailing activities outside each room. Information is expressed in a straightforward way, which is very accessible to all concerned. Children are well supported because their parents are made welcome and are well informed at all levels. This rapport continues to develop through the paramount importance given to ongoing communication.

Organisation

The organisation is outstanding.

The head teacher's clear vision, desire to create an innovative environment and a desire to inspire children's learning through play is reflected in all aspects of the care and learning opportunities offered to the children. Her organisation and use and understanding of the purpose of documentation is exemplary.

Staffing ratios are met conscientiously. Staff set clear directions for improvement and have a comprehensive action plan. Equal opportunities are good and children's involvement is carefully monitored; none are disadvantaged. Staff are well qualified and benefit from ongoing opportunities to develop their expertise. For example all staff have attended training on the 'Every Child Matters' framework. There is a very good appraisal system based on ongoing supervision of staff to develop their strengths. All staff are committed to continuous improvement and regularly reflect, monitor and improve the quality of their work. The provision meets the needs of the range of children for whom it provides.

Excellent support is given to staff, both informally on a daily basis and formally through staff appraisals and meetings. They have a clear understanding of their role and responsibilities, and their deployment around the nursery is very good. They ensure that all children are happily engaged in purposeful activities. The manager and staff value the input from advisory teachers to support their delivery of the Birth to three matters framework.

There are excellent opportunities for practitioners to receive a range of training. This includes, training within the nursery; external training; studying for national qualifications; observing good practice in other settings; as well as the chance to network with fellow practitioners in the area.

Additional services include the Mother and Toddler group on Tuesday mornings. Parents also have access to a wide range of services at the 'Tanner Children's centre' in Ivory Place, Brighton.

Improvements since the last inspection

Since the last care inspection the setting has introduced individual accident and incident record sheets for each child. This ensures any issues regarding confidentiality is maintained.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care 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