

Holy Cross Nursery

Inspection report for early years provision

Unique Reference Number EY235557
Inspection date 26 March 2007
Inspector Joanne Wade Barnett

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Registered person JHM Childcare

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?

JHM Holy Cross Nursery School was registered in 2002. It operates from two large rooms and a hall area in a primary school building in the centre of Uckfield, East Sussex. A maximum of 40 children may attend the nursery at any one time. The nursery is open each week day from 07.30 to 18.30 for 48 weeks of the year. All children share access to a secure, enclosed outdoor play area. The nursery also operate an Out of school club and Holiday Playscheme.

There are currently 75 children aged from two to under five years on roll. Of these, 40 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 11 members of staff. Of these, more than half hold appropriate early years qualifications. The nursery is supported through the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The resources and the environment in which children play are clean. Accident and medication procedures are clear and understood by staff and details are recorded. A sick child policy is in place to exclude children who are infectious and children use disposable towels to contribute to preventing the spread of infection. The nursery has obtained parents permission to enable them to seek emergency medical advice or treatment and most staff have up-to-date first aid training. As a result, they are able to act in the best interest of children in a medical emergency.

Snacks are healthy; children eat a range of fruit and the healthy provision of drinks enables children to make choices of milk or water. Children are able to serve themselves drinking water or from individual drinking vessels during the day.

Children receive opportunities to be involved in vigorous exercise and therefore develop their large muscle skills. The nursery opens onto an outside area. Children run and play, ride on wheeled toys and climb on the apparatus. Even the younger children are able to pedal the wheeled toys and with encouragement from staff manoeuvre the toys.

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 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. There is a wide range of toys and resources that are clean and generally in good condition and cover all areas of children's development. However, storage in the nursery is poorly organised and on occasions encroaches on children's space.

Children's safety is promoted 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 with the school 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 safeguarding children. 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 prepared as 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. There is always an art and craft activity available for those children who prefer to glue and stick or paint. Occasionally these activities are too adult directed and concentrate more on the end product for display rather on the actual exploring and investigating that takes place by the children.

Systems of planning are undertaken regularly and incorporate fully the Birth to three matters framework, alongside the Foundation Stage Curriculum. 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, allowing children to access materials independently.

Nursery Education

The overall quality of teaching and learning is good. Staff have a sound understanding of the Foundation Stage and how young children learn. As a result, children are making good progress in their learning. Children involve themselves in their chosen play activity and concentrate for appropriate periods of time. They act out familiar roles in the home corner, for example, by going to see the doctor at the surgery and making dinner for their friends and dolls.

Positive relationships are forming as children are supported to play together, share and take turns. They clearly enjoy helping to care for their environment and eagerly ask who is helping to tidy away after snack. Children are confident speakers. They are able to express what they like doing best at nursery and are supported to learn words to describe different materials as they explore and investigate such as 'cold' and 'soft'. Children recognise their names because they receive many opportunities throughout the session to see and use their name cards, for example, at circle time and snack time. Older children are recognising the written names of their friends and eagerly point them out. Mark making is evident; children make marks with paints, sand and write for a purpose in their pretend play such as the doctors and flower shop.

Practical play activities and language is used by staff throughout the session to introduce children to mathematical concepts, for example, they describe size and explore capacity in the sand. Counting is a regular feature of the routine. As a result, children count confidently. They learn about simple calculation as they play a game with counters and numbers and through songs such as, 'Five little speckled frogs'. Photographs show that props are used at singing time to further support children in their learning of simple calculation.

Children are developing a sense of time because they are secure in the routine and know what will happen next. Displayed photographs prompt discussions of past events, such as a visit from the fire department. Children explore simple technology through equipment in the home corner like a telephone and cooker. There are computers within the pre-school that support children's learning. Photographs show children designing and making models with recycled materials.

They display appropriate concentration levels on their chosen activities and play alongside and sometimes with their friends. Together they play and talk with practitioner's gentle support, for example, when they play with the dough, rolling and cutting shapes or building. Practitioners support children's play and language by describing to them what they are doing. Children are learning to share and take turns, for example, as they wait to go on bikes and push-along toys.

The environment is pleasant; play areas are well defined and organised in all rooms and labelled. There are a number of boards that display children's work showing them that this is valued.

However, the use of pre-cut templates and work sheets is not a true reflection of children's own work.

Helping children make a positive contribution

The provision is good.

Children are settled and enjoy a consistent and organised routine which affords them opportunities to be active and relax. Excellent relationships continue to evolve between the children, their peers and the staff. All children are respected and valued as individuals, differences are embraced and all children are treated with equal concern. Staff are fully committed to providing an inclusive service, they demonstrate kindness, courtesy and good manners amongst themselves and towards the children. Consequently, children learn the importance of respect and develop good social skills. Access to a broad and balanced range of resources that reflect the diversity of the society in which they live, and celebrations of festivals from around the world, help children to learn about different lifestyles and the wider world. For example, celebrating the Chinese New Year with a dragon draped across the ceiling of the nursery.

A well prepared environment and strong relationships with staff ensure the children have a clear understanding of the boundaries in which they are cared for. As a result, children's behaviour is generally good and resources are well used, helping children to extend their concentration and promote all areas of development and learning. The role of the special needs coordinator continues to evolve. Regular contact with the area special needs coordinator supports her in this role, contributing to the nursery's commitment to provide a fully inclusive service. Overall, children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents is good. The regular written exchange of information, regular newsletters and displays help keep parents informed about their children's care and learning. Although written policies and procedures are accessible to parents, there are no systems in place to monitor what parents know and ensure they are kept up to date with them, for example the complaint policy does not have the current information and telephone numbers.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides.

All adults working at the setting have undergone checks to establish their suitability and most hold a relevant qualification in childcare. Consequently, they understand how young children learn. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration. Policies and procedures for the safe and efficient management of the setting and to promote children's care, learning and play are stored securely and understood by staff. Staff are well deployed within the setting and move around the setting according to the children's needs. The provider has completed safe recruitment of staff training to ensure that recruitment is robust and rigorous to safeguard children's welfare.

The leadership and management of the setting is good. Staff work well as a team and have a clear understanding of their role. Planning and assessment continues to evolve. It covers all areas of learning and is informed by observations made on the children. Although the planning

is theme based it is flexible and allows for children's interests. Staff are well supported in their role and have access to a range of courses for their personal development. The routine is well balanced to include adult directed and child initiated activities based on play. They display a secure understanding of the Foundation Stage which contributes to children's satisfactory progress.

Improvements since the last inspection

At the last inspection one recommendation was made, to ensure that a thorough risk assessment is regularly carried out and that all hazards are minimised with regard to the heating system. The nursery have boxed all radiators so children are unable to touch the hot surfaces.

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):

- improve storage within the setting to ensure that areas are less cluttered
- ensure complaints details are current and information is recorded in line with National Standards

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):

- refrain from using pre-cut templates and work sheets in children's learning experiences [this also applies to care]

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