

# One World Nursery

Inspection report for early years provision

---

**Unique Reference Number** 130703

**Inspection date** 05 June 2007

**Inspector** Fran Fielder

**Setting Address** University of Brighton, Tithe Barn, Moulescoombe Place, Brighton, East Sussex, BN2 4GA

**Telephone number** 01273 642 022

**E-mail** s.boyle@brighton.ac.uk

**Registered person** One World Nursery

**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](http://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 outstanding. 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?

One World Nursery is situated in a converted barn in the grounds of Brighton University. The barn is divided into office space and the nursery. The nursery has sole use of their part of the building. There are four playrooms and two outside play areas. The nursery serves staff and students attending the University of Brighton and priority is given to children of students who have subsidised places. Children attending are representative of the diversity of people working in and attending the university.

The nursery is open for 45 weeks of the year, from 08.15 to 17.30 Monday to Thursday, and from 08.15 to 17.00 on Fridays. There are currently 41 children on roll and of these 28 children receive nursery education funding. The nursery supports a number of children who have learning difficulties and for those who speak English as an additional language.

Including the manager there are 11 members of staff; of these 10 hold an appropriate qualification. The other member of staff is currently working towards an appropriate qualification. The nursery receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children play in a clean environment where they develop good personal hygiene routines and self-care skills. They automatically wash their hands after visiting the lavatory and understand the importance of this. Staff adopt excellent procedures to prevent the spread of infection. Staff are very careful when heating food to ensure it is hot enough. All packed lunches are refrigerated and staff monitor the temperature to prevent food from spoiling. The healthy eating policy ensures parents receive information about what to include in their children's lunch box.

Children enjoy fruit at snack time and can choose milk or water. They check to see which cups are clean before pouring themselves a drink. During themes such as 'Bodies', the children learn things such as how to keep their teeth healthy. Staff carefully adhere to any dietary requirements to ensure children receive food and drink according to their needs.

Children have boundless energy and love to play in the garden. They busy themselves with a range of activities that develop strength and co-ordination and contribute to a healthy lifestyle. They move very confidently demonstrating an excellent awareness of space. They move down the slide in different ways discovering a range of movements. They play with balls and bounce on hoppers. They spend time hiding in bushes and climbing on logs in the 'wild' garden. Staff make excellent use of the gardens as a learning environment and these experiences make the outdoors an appealing place to be for all children. After lunch, children make their own decision about whether they need a rest. This encourages them to think about their needs and helps them understand that rest, as well as exercise and nutritious food, is an important part of a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children play in a very safe and delightfully inviting setting. The beautiful displays, posters and photographs that create the wonderfully stimulating environment enhance children's time at the nursery. The playrooms are beautifully laid out, allowing children very easy and safe access to a fabulous range of resources suitable for all ages. Soft furnishings allow children to sit and relax with friends in comfort.

The premises are secure with a bell and a coded entry system to the reception area and another code on the door to the nursery. This ensures only known adults can enter the premises. Parents are aware of the procedures and do not allow visitors to enter with them. Regular risk assessments and a range of very effective safety procedures indoors and out ensure children are safe and well protected at all times. Procedures for collection of children are excellent and ensure only approved adults can take children from the nursery. Children learn to keep themselves safe through discussion and reminders. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency.

Staff have a very good understanding of child protection procedures. They receive excellent support and are clear about their role. Their confidence and knowledge safeguards children's welfare.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children relish every minute they spend in the nursery. They are extremely happy, amazingly confident and delightfully enthusiastic about every new experience. They arrive happily ready for the challenges of the day. Staff greet the children and immediately focus on playing, talking and listening to them. As a result, children are very keen to share their experiences with staff who clearly value conversation. Warm relationships are evident as children excitedly approach the staff who automatically greet children with a kiss or a hug. Staff are calm, warm and consistent. They demonstrate great pleasure in their work and focus on each child as a unique and worthy individual.

Staff effectively integrate all ages and use the 'Birth to three matters' framework to actively support younger children as they progress towards the Foundation Stage of learning. Early experiences of high quality ensure children develop the skills for future success.

The quality of teaching and learning is outstanding. Staff have flair, passion and vision. They know that children have an amazing capacity for learning during their early years. The massive range of stimulating, first hand experiences ensure children make outstanding progress in all areas of learning. Every activity creates opportunities for children to explore and experiment allowing individuals to learn in a way that suits them best. Planning, observations and assessment are excellent. Staff identify children's next steps for learning and introduce activities that take account of individual learning goals.

Children are extremely confident, independent and very well motivated. Children are very kind, friendly and well behaved. They love to invite friends to join in their games and willingly share resources. Outside children negotiate in the sand pit and share journeys on the wooden train. Children sing together and dress up in various colours when singing the 'Rainbow' song.

Children's communication skills are superb. Excellent interaction means children develop a wide vocabulary and learn to love language. Staff encourage conversation at every opportunity and recognise the importance of this aspect of a child's development. The print rich environment that includes many languages ensures children learn that print carries meaning. Staff read expressively which means children enjoy stories immensely. Opportunities for mark making are extensive. Children 'write' letters to friends, make shopping lists and take telephone messages.

Children learn about number through daily routines such as counting cups at snack time. They work out how much fruit they need for their table if each child is to have two pieces. This makes the learning meaningful. They measure height using handprints as well as standard measures. Well thought out themes introduce children to the world of colour, patterns and shapes.

Children use large construction bricks to make a model of 'The Great Wall of China'. Access to natural items such as conch shells, cones, bird's nests and tree bark make good talking points. Children play with foam and corn flour, feel the texture of bark and listen to the difference in sounds made when playing instruments outside. They look at maps of the world and draw their own maps of well-known journeys. Children confidently use the computer and demonstrate good mouse control.

A large dedicated art room gives children amazing opportunities to develop their creative skills. Children look at famous artwork and create their own wonderful charcoal drawings after looking at Picasso's Don Quixote. Fresh clay is always available and children can help themselves to make their own masterpieces or just experiment by feeling, prodding and smoothing the clay

using water. Children experiment using different size brushes, use pastels and oils and make suction prints. Dressing up and role-play is a firm favourite with all children.

### **Helping children make a positive contribution**

The provision is outstanding.

Children play in a truly inclusive environment where staff value individuality and acknowledge the contribution each child makes. Staff have a very calm and gentle manner and treat children with total respect. They know the children very well and understand how to get the best from each child. A wide range of resources reflect all people in society. This encourages children to develop a positive attitude towards diversity. Parents attend the nursery to read stories in their children's home language or cook bagels as part of the festival of Rosh Hashanah. This helps children understand each other's culture. Staff display a range of languages and learn words in children's home language. They also use visual timetables and one to one support to help develop children's language.

Children's behaviour is excellent. Staff are consistent and use only positive strategies to help children learn right from wrong. Children are kind and caring and play exceptionally well together. Staff use persona dolls to discuss behaviour or specific incidents. This ensures children learn the consequences of their actions without being singled out. All this ensures children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Every parent receives a welcome pack and a copy of the policies and procedures. They have access to detailed information about the themes and activities. They also receive information at termly parents' meetings about the next steps in learning for their child together with ideas for learning at home. This gives parents the opportunity to become fully involved in their children's learning. Each parent has a pigeonhole where they collect information and messages. There is also a notice board to share additional information throughout the term. Parents complete regular questionnaires and this information is used to adapt practice to best suit the children attending. Parents also enjoy social meetings with staff and other parents giving them the opportunity to discuss issues in a relaxed and informal way.

### **Organisation**

The organisation is outstanding.

Children play in an extremely well organised environment where excellent adult support makes children feel secure and confident. This allows children to learn and develop exceptionally well and easily meet their full potential. The excellent use of time means children are always involved in stimulating and worthwhile activities that support learning and social development.

Leadership and management are outstanding. Well thought out aims for the nursery reflect a total dedication and commitment to improving all outcomes for children. Management have a very clear vision of what they want to achieve and put together development plans to help them reach their goals. Constant communication means staff can devise individual aims for each child's development and learning. Continuous monitoring of the teaching and the careful evaluation of activities enables staff to enhance the learning experiences for children.

All required documentation is in place and well maintained. Regular reviews and staff meetings ensure everybody is aware of changes to policies and procedures. Parents also receive details of any amendments. Effective recruitment and induction procedures ensure all adults are

suitable and have the necessary skills and personal qualities to work successfully with children. The appraisal systems mean staff receive training according to their needs and interest. This creates an effective and dedicated team. 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 group agreed to continue to explore ways to involve parents in the nursery and in their children's learning. A white board has been introduced so parents can easily see what their children have been doing throughout the day. Parents receive information about their children's next steps for learning together with guidance on how to support children at home. Parents are invited into the nursery to share skills such as playing music or cooking. This link between home and nursery supports children's progress.

At the last education inspection, the nursery agreed to provide more regular, formal feedback to parents regarding their children's progress. Parents can meet with their contact worker each term to discuss children's achievements. This ensures parents are fully informed of their children's progress so they can support their children at home.

### **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 outstanding. 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 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.

#### **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](http://www.ofsted.gov.uk)