

Treasure Box Nursery

Inspection report for early years provision

Unique Reference Number	113800
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Inspector	Lisa Jane Cupples
Setting Address	73 Victoria Drive, Bognor Regis, West Sussex, PO21 2TD
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Registered person	Treasure Box Nursery
Type of inspection	Integrated
Type of care	Sessional 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 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?

Treasure Box Nursery opened in 1978 and was set up by Bognor Regis Baptist Church. It is managed by a committee, which includes pre-school staff and church representatives. The nursery is situated to the rear of Bognor Regis Baptist Church, which is located in the centre of the seaside town of Bognor Regis. A maximum of 26 children may attend the nursery at any one time. The nursery provides sessional care and serves families in the local area. Accommodation includes a very large classroom, toilet facilities and an enclosed outside play area. The nursery has use of the church hall which they use for inside physical play.

There are currently 45 children from two years to five years on roll. Of these, 27 children receive funding for early education. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The group opens each weekday from 08:45 to 11:45 and 13:15 to 16:15 term-time only. Children attend on a sessional basis and are able to stay for lunch until 12:15 or arrive for lunch at 12:45.

The nursery employs five members of staff who all hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have ample opportunities to develop their large muscle skills and learn to move with good control and co-ordination during the musical movement session. A climbing frame is set up in the main play room throughout the session for children to practise their climbing and sliding skills at any time. Children use the church hall for whole group activities such as musical movement and parachute games. They are able to free-flow in and out of the garden area accessing a vast array of equipment covering all six areas of learning, broadening their learning experiences. Children use a wide selection of equipment to develop their hand to eye co-ordination during indoor and outdoor play. They take part in egg and spoon races, play throwing and catching games and manipulate an extensive range of tools and objects with increasing control.

Children benefit from a nutritious diet because the staff team have a clear understanding of healthy eating. They provide an extensive range of fresh and dried fruit for snacks and discuss the needs of each child with the parents in detail and record the information on their registration forms. Parents provide packed lunches for children who wish to stay for the lunch club and staff have introduced a healthy eating policy with guidance for the parents about suitable items to include, further promoting the children's good health. Staff plan healthy eating days to consolidate the children's learning and throughout snack and meal times they talk to the children about healthy foods. Children often help to prepare their snacks and enjoy cutting up the fruit or making sandwiches, increasing their independence.

Children learn the importance of personal hygiene and are developing very good self care skills through daily discussions and routines. The children are actively encouraged to wash their hands at appropriate times. Their independence is promoted throughout the sessions, as children help themselves to tissues and dispose of them in the available bins. Children benefit from a healthy environment because the staff implement stringent hygiene procedures to help prevent the possible spread of infection. They ensure all surfaces are cleaned with anti-bacterial spray before snacks and meals and wash their hands before handling food. Staff follow clear procedures when changing nappies and ensure the nappy changing area is cleaned thoroughly after each use to protect the children.

Staff follow meticulous procedures regarding the administration of medication, any accidents that occur on the premises and obtain written parental consent for staff to seek emergency medical treatment or advice. Parents are required to sign to acknowledge all records, ensuring they are fully informed. Children will receive appropriate treatment if an accident occurs because all members of staff hold a current first aid certificate. A fully stocked first aid kit is stored in the kitchen area and the supervisor checks the contents regularly to ensure it is up-to-date and well-maintained, helping to keep the children healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's independence is encouraged from the time they arrive as they hang up their own coats and bags on clearly labelled, low-level coat pegs. The premises are extremely clean and well maintained providing a welcoming environment for the children and their families. Children's work is brightly displayed around the setting and a comprehensive notice board is used

effectively to share everyday information with the parents. The nursery provides a vast array of high quality learning resources, play materials and equipment which are suitable for the age and stage of the children who attend. Children are able to access everything freely from the clearly labelled, self-selection trolleys and units all around the setting. They are able to self-select all the resources throughout the day developing their freedom of choice and decision-making skills effectively. This increases their independence and builds their confidence on a daily basis. Cleaning rotas are used to ensure all the resources and equipment are clean and maintained to a very high standard.

The main door to the nursery and internal doors to the church are kept locked during the sessions to prevent unannounced visitors from gaining access to the children. Visitors are required to sign in and out of the visitor's book and have to ring the door bell and wait to be let in by a member of the staff team, to protect the children. Extremely effective arrival and collection procedures are implemented consistently by all staff to keep the children safe. A member of the staff team is always on door duty to ensure children can not leave the premises unaccompanied when parents are arriving or leaving the nursery. Children are beginning to learn about keeping themselves safe during their time in the nursery. They know they have to wear sun hats to protect their heads from the sun, to tuck the chairs in when they have finished at a table top activity so other children do not trip over them. Fire drills are completed every term and more often when younger children start to attend. The drills are logged and evaluated, practice is adapted if necessary to ensure children can be evacuated quickly and different exits from the building are used to ensure the children are familiar with all the possible routes. Children's safety is promoted well because staff are vigilant and check the whole environment before the children arrive. All plug sockets are covered, cleaning materials are inaccessible to the children and the radiators are protected to safeguard the children.

Staff have an exceptionally good understanding of child protection procedures and implement them effectively to safeguard the children who attend. For example, all incidents and existing injuries are recorded in detail and the information gathered is monitored by the staff team. Staff would recognise the possible signs of abuse and would record their concerns and discuss them with the supervisor. The relevant agencies would be contacted immediately to protect the children. Comprehensive written policies and procedures are displayed around the setting and are shared with parents, ensuring they are fully aware of the setting's role and responsibility with regard to safeguarding the children who attend.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy and settled in the nursery and enjoy a vast array of activities that reflect their individual needs and incorporate different aspects of the children's learning. Staff clearly explain any changes to the routines to the children, helping them to feel secure at all times. Staff plan an extensive range of experiences for the youngest children and differentiate the activities effectively to meet the needs of all the children who attend. The children who are new to the group are fully involved and supported throughout the day. Staff and existing children recognise their efforts and reinforce the good behaviour. For example, after the musical movement activity the member of staff thanked all the children for doing such a good job and they clapped the new children who managed to follow the instructions and make the activity fun for everyone, helping the children to settle and feel part of the group. All staff have an exceptionally good understanding of the Birth to three matters framework and incorporate new learning experiences into the daily routines. Children are involved in a broad range of

activities, ensuring they are fully occupied, stimulated and interested during their time in the nursery.

Nursery Education

The quality of teaching and learning are outstanding. All staff have an exceptionally good understanding of the Foundation Stage and plan an extremely well-balanced, interesting and stimulating curriculum for children.

Staff are exceptionally skilled at asking open-ended questions to extend the children's learning and challenge them, helping them to make rapid progress towards the early learning goals. Staff know the children extremely well and as a result they are able to pitch the activities at the right level to reflect the needs of the individual children, ensuring they all reach their full potential. The curriculum planning details the learning intentions and the role of the staff, equipment and resources to be used and how the Birth to three matters framework is covered, to support the youngest children. Key workers monitor and observe the children's progress and keep comprehensive records about what they can do. The information is collated to identify the children's next steps and used to inform the curriculum, ensuring it meets the needs of all the children. Specific activities are organised by key workers alongside the main curriculum to support some children who need to revisit activities to ensure their learning is consolidated before moving on to the next steps. Staff are extremely enthusiastic and participate fully in all the activities, praising and encouraging the children throughout the sessions. Children laugh and giggle, making jokes with the staff team and sharing stories with them. Staff listen carefully to the children, showing respect and responding well to their needs, leading by example at all times. Everything the staff say and do with the children has a clear purpose, helping the children to learn through an extensive range of well planned adult-led focussed activities, free-play and child-initiated activities.

Children are able to sit quietly when required and follow simple instructions with ease. For example, on arrival children go to the quiet area for registration. They chat to each other and then listen carefully when staff begin to speak to them. Children show high levels of independence throughout the day and are able to concentrate well during story-time and focussed activities. Children's spoken language is developing exceptionally well. Staff introduce new vocabulary at every opportunity and engage the children in purposeful conversation. Children are able to explain their ideas and express their feelings with ease. Children know that text has meaning as they handle books correctly and pretend to read to each other in the quiet corner. Labels and letters are displayed all around and children often point to them, matching the sounds of the letters in their names. Staff use these incidental opportunities to extend the children's learning, asking if they know what the names of their friends begin with or other objects in the room. Children have access to a well stocked writing area throughout the day and are able to practise their emergent writing skills for a variety of purposes. They use clipboards in the home corner and write messages for each other developing their skills through play as they extend their own ideas.

Children have access to a wide range of mathematical practical activities during the day. Staff are fully aware of the intended learning for each area and as a result are able to challenge and extend the children's learning in all they do. Children use mathematical language to describe, size, shape, quantity and position throughout the day. Children learn about quantity as they manage the numbers of children on the climbing frame and in the home corner. They count the children and know if they can have one more or if there are too many. They look at the numbers on the posters in the areas and work out if they are able to go in and play. Children

learn about plants during the Harvest topic and in the spring and summer they grow flowers and some vegetables outside, which they eat at snack time, helping them to understand the cycles. Children use the computer with ease and control the mouse well. They are able to choose and change programmes with no assistance from the staff team.

Children use their imaginations exceptionally well during a whole range of activities. They dress-up and role-play together, negotiating characters and acting out personal experiences. They make up stories together when using the miniature world toys and think of different models to build with the construction toys. Children paint and mix colours themselves, creating bright pictures which are either taken home or displayed in the group. They enjoy telling each other what they are painting and confidently name the colours as they choose them. Children have access to art and craft materials at all times of the session. They are able to design and create their own ideas, expressing themselves freely, while they learn about the properties of different media.

Helping children make a positive contribution

The provision is outstanding.

Staff have a very clear understanding of equal opportunities and children benefit greatly because they have equal access to the vast array of resources, activities and staff attention, helping them to feel valued and respected. Staff take the time to get to know each child and their families well, helping to build strong relationships. Children benefit because staff are able to plan and organise activities and daily routines to meet the needs of each child who attends. Staff implement the comprehensive policies and procedures effectively. Children are treated as individuals; therefore the children's spiritual, moral, social and cultural development is fostered. Children have access to an extensive range of multi-cultural resources throughout the nursery, developing their understanding of the world around them.

The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The special needs co-ordinator has attended training and has an exceptionally clear understanding of her role, closely liaising with parents and other agencies effectively to support the children and their families. Staff manage the children's behaviour consistently and with a calm and relaxed approach. Clear rules and boundaries are in place, ensuring the children know exactly what is expected of them. Staff are extremely positive role models, encouraging the use of good manners and politeness at all times. Children are beginning to understand right from wrong and behave exceptionally well because staff give clear explanations, relative to each child's level of understanding.

Children benefit from well established relationships with parents and carers, which help to secure the relationships they build within the group. Staff develop very strong relationships with the parents and take the time to get to know each family well. Parents complete detailed registration forms about their children, which are discussed in detail with the supervisor and the child's key worker, this helps to ensure that children's individual needs are fully met. Parents feel staff are friendly and approachable; they are able to discuss issues with the staff at any time. Parents receive newsletters and the notice board is used effectively to keep parents informed. They also have access to the settings full policies and procedures. Staff also create 'Treasure Boxes' for the children and their families, building up a detailed portfolio of their own work, visually evidencing the children's achievements and progress for the families to keep when their children leave the setting.

The partnership with parents of children who receive funding for nursery education is outstanding. Parents receive high quality information about the setting and the curriculum. Each half-term the supervisor sends out newsletters covering what the children will be learning, activities and ideas for the parents to complete at home with their children. This enables the parents to become involved in their children's learning. Parents have access to their children's progress records at any time and are able to make written contributions about their children's learning at home. They also receive a written summary report about their children's progress each term. Parents are encouraged to be involved with their children's learning by staying as long as they like when they bring their children into the setting. They are able to take books home and staff keep them informed about topics and themes through the newsletters and activity sheets, helping to build good links with home.

Organisation

The organisation is outstanding.

Daily routines are organised exceptionally well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied, interested and stimulated throughout the sessions, which has a positive effect on behaviour. The ratios are well maintained at all times and staff deployment is extremely effective, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides. Comprehensive procedures are in place to ensure all adults are checked and new staff complete an in depth induction programme, ensuring children are safe. Children are well protected because all policies and procedures are implemented effectively. All of the required paperwork and documentation is maintained to an extremely high standard and is readily available for inspection at any time.

The leadership and management of the setting are outstanding. The committee employs a qualified and experienced supervisor to oversee the day to day running of the group. She is dynamic and knowledgeable and strongly supports the well-established staff team. They work well together because clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Staff complete self-assessments which are discussed during the appraisal process. The assessments are used to identify strengths, weaknesses and training needs. The staff team work exceptionally well together, providing a stimulating and vibrant environment for the children.

The whole staff team are responsible for effectively monitoring and evaluating the curriculum and delivery of the nursery education. Each activity is evaluated, taking account of the resources, numbers of children, level of differentiation and how the aims and objectives are or are not met. Staff all contribute to the curriculum, using their key worker notes and observations to ensure each child's individual needs are covered in the short term planning, helping each child to reach their full potential. Children benefit from the extensive knowledge and experience of the staff. They are extremely committed and dedicated to ensuring the quality of care and education is continually improved for all the children.

Improvements since the last inspection

At the last care inspection the setting was asked to record contact details and times of arrival and departure of visitors to the nursery, and develop the child protection procedure to include arrangements should an allegation of abuse be made against a member of staff. All visitors are

now required to sign in and out of the building and their contact details are also recorded. This ensures anyone coming into contact with the children can be contacted. The child protection policy has been updated and now includes a procedure to follow if an allegation is made against a member of staff, helping to keep all the staff informed and safeguard the children who attend.

At the last nursery education inspection the setting was asked to provide parents with a copy of their child's termly progress report and invite them to make comments. Parents are now invited to a parents' evening once a term, and staff discuss the children's progress in detail. They receive a written report about their children's progress and are able to make written contributions to the records at any time, helping to fully involve the parents in their children's learning.

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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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