

Young Sussex Day Nursery

Inspection report for early years provision

Unique Reference Number	113846
Inspection date	23 November 2007
Inspector	Shan Gwendoline Jones
Setting Address	302 Upper Shoreham Road, Shoreham-by-Sea, West Sussex, BN43 6BA
Telephone number	01273 440 777
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Registered person	Ingrid Boyd
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?

Young Sussex Day Nursery opened in 1992, it is one of three nurseries privately owned and managed. It operates from a self contained accommodation in Shoreham-by-Sea. A maximum of 33 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00, all year round, except for bank holidays. All children share access to a secure, enclosed outdoor play area.

There are currently 66 children aged from three months to under five years on roll. Of these 22 children receive funding for nursery education. The nursery supports children with learning difficulties and disabilities.

The nursery employs 13 staff, nine of the staff, including the manager, hold appropriate early years qualifications, four of the staff are working towards a qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as they spend their time in an environment that is maintained to a high standard of hygiene and cleanliness. Children are adopting good self-care practices as they are encouraged to wash their hands at appropriate times throughout the day, and understand why it is important to do so. Their good health is also promoted as they enjoy regular opportunities to play in the garden in the fresh air.

The children benefit from healthy and nutritious food and individual dietary needs are taken into account. The children bring their own packed lunches, which are stored safely. Staff promote healthy eating through literature, pictures and discussions. They encourage parents to provide healthy choices for packed lunch. Children are able to develop their independence at snack time as they help to slice bananas and pour drinks. However, a relaxed, social time is not always created at meal times as staff walk around serving children and therefore are not able to interact appropriately with them during this time.

Children understand the importance of taking regular exercise as a way to maintain a healthy lifestyle. They laugh with excitement as they play exciting chase games with staff. Children take part in interesting challenges, such as using the garden to act out a 'bear hunt' story. They use the smaller equipment such as scissors, pens and nuts and bolts with increasing confidence and skill, which supports their small motor development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All rooms are made bright and attractive with displays of children's work and low storage units where possible. The learning environment in each room is set to provide children with independent access to a wide variety of play equipment.

A record of visitors is effectively maintained. Regular fire drills and effective policies and procedures ensure that children's safety is promoted in the event of a fire. Staff are well deployed and provide children with good levels of supervision, which ensures that children are kept safe whilst moving around the nursery. Children are developing a good understanding of the importance of keeping themselves safe, because of the gentle but firm reminders from staff members. Children are closely supervised and supported at all times, particularly as younger children carry out tasks such as, walking up and down the stairs with care.

Children are well protected because management and staff have a good understanding of child protection policies and procedures; this actively contributes to children's safety and well-being. Access to information, training in this area and a written policy which the manager shares with parents and carers, ensures children's welfare is given a high priority. Parents and carers are made aware that the nursery's ultimate responsibility is the safety and welfare of the children cared for.

Helping children achieve well and enjoy what they do

The provision is good.

Staff take time to build close relationships with individuals; this means that children arrive happily, settle quickly and are absorbed in activities throughout the day. The high staff ratio, coupled with their quality, dedication and enthusiasm, means that children receive good support and encouragement while at the setting. As children participate in activities, such as music and movement and art and craft, staff skilfully develop their language skills and extend their learning through a variety of open ended questions. Younger children have tremendous fun as they hit their hands in the water tray creating big splashes of water, children exclaimed 'bubbles' and giggled with delight.

Children benefit from the implementation of the Birth to three matters framework which is used effectively to support their learning in their earliest years. Children interact well with the staff, as warm, affectionate care is given. They develop a strong bond with staff as they laugh, have fun and receive plenty of individual attention. This helps to increase a child's sense of wellbeing. Consequently, children become confident, and begin to express their individual needs and wishes.

Nursery Education

The quality of teaching and learning is good. Nursery education funded children engage enthusiastically in a range of meaningful activities. Staff plan and observe the children and record their progress. Staff can describe what children are able to do, how they are developing and what are the next steps in learning for children.

Children are very independent. They take care of their personal needs such as putting on their coat, visiting the toilet, washing hands and deciding when to have their drink and snack. The children's attitude to learning is positive, as they make choices in their play. They concentrate well during routine activities. However, organisation of large group circle time does not effectively enable staff to offer the more able children suitable challenges to extend their learning.

Children are confident when counting, they are able to see and express numbers as part of day to day language, such as when they discuss the date. Children participate in activities where they learn about shape, size, and sequencing. This gives children opportunity to extend their vocabulary as children talk enthusiastically with their peers and staff alike. They enjoy books and use the pictures to help them share and tell the story with friends. There is a variety of mark making equipment available for children to experiment with.

Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer. Children are beginning to develop an awareness of different cultures, for example, during Chinese New Year they discussed customs and beliefs.

Children have good opportunities to be creative. They enjoy singing familiar songs from memory such as "we wish you a merry Christmas". They express their ideas freely through a good range of activities. For example, role-play, collage and painting. Children are encouraged to use their imagination and create ideas, whilst outdoors they collected leaves, pine cones and twigs to make 'leaf fairies', this activity stemmed from the children's interests.

Helping children make a positive contribution

The provision is good.

Children receive heaps of attention and have a strong bond with staff which increases their sense of wellbeing. Their confidence and self-esteem is reinforced because of the kindness and warmth shown to them. Staff offer meaningful support and encouragement to the younger children in order for them to try new activities and develop their skills. Planned topics and resources within the setting help develop children's awareness of different cultures and diversity within society. Children's spiritual, moral, social and cultural development is fostered. Staff treat all children with equal concern and work with outside agencies as appropriate to ensure all individual needs are met. The setting provides skilled care for those children diagnosed with learning difficulties. The special educational needs co-ordinator works closely with parents and any other professionals involved, ensuring that children get consistent, correct care, pitched at their level of development. The children's behaviour is very good; they know what is expected of them and are clear about what is right and wrong.

The partnership with parents is outstanding. The nursery places a high value on parent's input and experience. Parents receive excellent wide-ranging information about the nursery and the settling-in procedure is suited to each family's need. Staff gather the information they need to ensure that they can provide consistent care and give feedback about the child's day in writing and verbally. The numerous notice boards give a range of information about the curriculum, activities and events as well as parenting advice and support leaflets. Parents are encouraged to let the key worker know what the child is achieving at home, and have their own space on observation records so that they can put their views alongside those of the staff. The company and the nursery produce regular newsletters and questionnaires to canvas parental opinion. This focus on informing and consulting parents puts them at the centre of the nursery's work and promotes the child at the heart of the family.

Organisation

The organisation is good.

The premises are safe and secure; they are welcoming to both children, parents and visitors, who are greeted by the person in charge on arrival. The play areas indoors and outdoors are well organised, creating space for children to move around, explore safely and engage in the activities provided.

The leadership and management of the nursery is good. Strong enthusiastic leadership from the management team, with regular discussion between staff, ensures that staff are clear about their roles and responsibilities. They are dedicated to the promotion of good quality childcare and education. The management team constantly develops and enhances the existing good practices to ensure positive outcomes for children are achieved and sustained. The staff are clear about their roles and responsibilities and as a result, the day runs smoothly for the children. The high staffing level ensures that children are well supervised at all times to safeguard their welfare. In addition, the robust recruitment procedure adopted by the nursery ensures that all adults who have routine contact with the children are suitable to do so.

Staff are committed, and focus upon the needs of the children. Good communication systems are in place between staff and management to ensure staff are given appropriate support. This includes daily verbal support, supervision, appraisals and incentives which effectively motivates the staff team. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection two recommendations were set in relation to documentation. The child protection policy has been updated in line with the national standards. The outings policy has been reviewed and covers in more detail how staff will ensure children are protected on outings.

All of the above has had a positive impact on children's safety and wellbeing.

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.

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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):

- reorganise meal times to create a more positive and social occasion (applies to nursery education also)

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):

- review the activity plans and grouping of the children to enable staff to effectively challenge the more able children

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