

# Downview Nursery (Felpham)

Inspection report for early years provision

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<b>Unique Reference Number</b>	113465
<b>Inspection date</b>	11 January 2008
<b>Inspector</b>	Michele, Karen Beasley
<b>Setting Address</b>	Downview County Primary School, Wroxham Way, Bognor Regis, West Sussex, PO22 8ER
<b>Telephone number</b>	01243 841762
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Downview Parents Association
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Downview Nursery is situated in the Felpham area of Bognor Regis in West Sussex, and has been a registered provision since 1994. It is a registered charity and a committee run group. The manager is responsible for the management and day-to-day organisation of the provision. The nursery is based within the grounds of Downview County Primary School and serves children from all surrounding areas.

The setting is open term time only, Monday to Friday, from 08:50 until 11:30 and afternoon sessions are available Tuesday, Thursday and Friday from 13:00 until 15:30. The provision is registered to provide 24 places for children up to five years of age. There are currently 39 children under five years on roll, all in receipt of funding. The group are able to offer appropriate support to children who have learning difficulties and/or disabilities and children who speak English as an additional language.

At the time of the inspection, six members of staff were employed to work with the children. The majority of staff hold relevant early years qualifications and all are first aid trained. The provision receives support from the Early Years Development & Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are happy and settled in the setting. They enjoy a wide range of routines and practices that enable them to stay healthy. They are protected from infection because hygiene procedures are followed such as wiping down the snack table with anti-bacterial spray and wearing disposable gloves for treating minor injuries such as grazes to knees. Children know to wash their hands when they have finished messy activities such as painting, or when they have been to the toilet. Practitioners record all accidents and medication, separately for each child to maintain confidentiality. All practitioners are qualified in first aid. This ensures the children will receive immediate treatment in the event of an accident.

Children benefit from a selection of fresh fruit at snack-time, which parents supply and the children help prepare. Staff talk to the children about which types of food are good for them, helping to develop their understanding of healthy eating from an early age. Staff discuss the dietary needs of the children with parents and the information is recorded, ensuring the needs of the children and their families are being met. Children are polite and well-mannered at snack time, they say 'please' and 'thank you' with no encouragement from the staff team.

Children have opportunities to play outdoors as well as inside, moving and exercising to music. They are encouraged to put on and take off their coats before and after going outside. Children have access to a play space which is fully enclosed. They enjoy playing in their own bird hide and identifying birds with their home made binoculars. They ride on wheeled equipment, play with sand and take part in team games, reaping the benefits of the fresh air.

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

The provision is good.

Children benefit from a clean and well-maintained play and learning environment. Their work is displayed brightly on frieze boards; valuing the children's efforts and making parents feel welcome as children excitedly show them what they have been doing during the morning. Children benefit from a good range of play materials, resources and equipment, which staff use effectively to provide a broad range of interesting activities. The resources are clean and well-maintained and are brightly coloured to attract the children's attention. Resources and activities are set up around the room so that children can access them freely, increasing their independence and freedom of choice effectively. The nursery entrances are kept locked when the group is in session to protect the children. All visitors are required to sign in and out in the visitor's book, maintaining a record of everyone who comes into contact with the children.

Children's safety is promoted effectively because staff are vigilant and carry out written risk assessments. The premises are checked daily before the children arrive and any possible hazards are removed. Emergency evacuation drills are carried out at least once every half term to ensure all children and staff are fully aware of the procedures to follow. This helps the children to learn to keep themselves safe in an emergency. Written emergency evacuation procedures are clearly displayed at each exit for staff, volunteers and visitors. Staff have a good understanding of the child protection procedures. They would recognise the possible signs and symptoms of abuse and would inform the relevant organisations to safeguard the children in their care.

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

The provision is good.

Children are extremely confident and show high levels of independence throughout the session. Their independence is encouraged by staff at all times. Children are developing good self-care skills, as they wash their paint palates, wash hands on their own, hang up their coats and put on aprons for art activities. Children benefit from the strong support and supervision from the whole staff team. The adults in the setting know when to let play develop naturally and when to step in and gently guide and assist the children, ensuring they are sufficiently challenged and are able to put their own ideas into practice. Staff interact exceptionally well with the children, playing at their level and encouraging their independence, from self-selecting resources to developing their problem-solving skills. Younger children benefit greatly from the staff teams knowledge and understanding of the Birth to three matters framework. They have access to a broad range of experiences covering all areas of their development and encompassing all of their senses, while working alongside their peers.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a working knowledge of the Foundation Stage and use this to plan a broad range of activities and experiences that promote children's development in each area. They use a range of methods to gain children's interest and help them learn. Staff are interested in children's ideas, they encourage children to extend their own play and learning by adapting planned activities to suit children's interests. However, for part of the inspection some children's developmental records were not on the premises. Therefore, some of the children's learning could not be tracked. Key workers observe and assess children's progress. However, at times observations and short term planning can be inconsistently recorded. Therefore, it is not clear how they are used effectively to plan the next steps in children's learning. As a result, children are not sufficiently challenged across all areas.

Staff are skilled at asking open-ended questions, encouraging the children to think about what they are doing or aiming for. Children are confident to initiate conversations with adults and each other. They regularly identify the initial sound of their name through phonics and learn to recognise their written name through daily routine. They take part in weekly sessions where they learn songs and recite numbers up to 10. Practitioners consistently use positive conversation and effective questioning to encourage children to think, solve problems and extend their existing skills.

Children's personal, social and emotional development is progressing very well. They are extremely confident and are able to sit quietly and concentrate well when required. Children show high levels of independence as they self-select resources throughout the day and use the bathrooms on their own. Children are building strong relationships with the staff team. They talk openly about their own personal experiences and enjoy talking about the activities they are doing. Children talk openly in group situations, calling out answers and asking questions to find out more. Children's spoken language is developing well and they are keen to share their ideas and explain their thoughts to others. Children are able to form clear, recognisable letters and some are able to write their names on their work with little support.

Children enjoy counting throughout the session, during free-play, focused activities and song time. They count up to and above 10 with ease, there are many opportunities for children to match, sequence and sort objects during everyday routines and activities. Children use mathematical language at every opportunity to describe size, shape, position, volume and

quantity. They have access to computers on a daily basis and are developing good computer skills. They control the mouse with ease and giggle as they use the programs effectively. Children are developing a good sense of time and place as they talk about places they have visited and where they are going on holiday.

Children use a wide range of tools such as hacksaws, hammers and nails to make recognisable vehicles out of wood, which they delight in painting. They follow instructions about making a bird's nest with little or no support from practitioners needed. Children have good spatial awareness as they push the dolls' buggies around the room, showing an awareness of others and avoiding collisions with ease. Children use their imaginations extremely well during role-play. They dress-up and invent characters as they play and negotiate roles with each other. They pretend to be princesses getting ready to go to the palace. Children have ample opportunities to create their own ideas during art work and enjoy mixing different coloured paint to make other colours.

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

The provision is good.

All children are welcomed and play a full part in the setting because practitioners value each child as an individual. Practitioners carry out home visits before children start at the provision to take the time to get to know the children and their families. Children are confident and show good self-esteem, responding well to praise and encouragement. Children are divided into key worker groups and work together co-operatively. Staff introduce a wide variety of activities which reflect the individual interests of the children, while still providing a well-balanced programme covering all areas of development and learning. Children's social, moral, spiritual and cultural development is fostered.

Children's behaviour is good because they know what is expected of them. Staff implement the clear rules and boundaries effectively and consistently. Staff take the time to explain to the children so they know they have been treated fairly, for example, explaining about the need to take turns, so all children can have a go on the computer. They are positive role models and actively listen to the children, making them feel valued and respected, which has a positive effect on their behaviour. Children with learning difficulties and/or disabilities or English as an additional language are strongly supported in the group because good systems and procedures are in place. The setting liaises effectively with parents and other agencies to ensure all children's needs are being met fully.

All parents receive a detailed welcome pack and a setting prospectus, which includes information about the aims and objectives of the provision and policies. Staff are friendly and approachable, building trusting relationships with the parents. Children benefit greatly because the lines of communication are strong and information flows freely, ensuring the needs of the children are supported effectively. Staff are available at the beginning and end of each session to talk to the parents about their children's progress. Newsletters, parents' evenings and open days also help the parents to keep informed about the setting. Parents are aware of the complaints policy and procedures.

Partnership with parents of children who are in receipt of funding for early education is satisfactory. Parents have access to their child's developmental records at all times. However, these are not always available on request, as not all of them are kept on the premises. Parents are able to make written comments about their children's learning in the nursery and at home. Parents are actively encouraged to be involved in their children's learning through activities

the children take home. Staff discuss the children's records in detail with the parents during the organised parents' evenings and are always available to discuss any issues with the parents. They are able to come into the nursery at any time to spend time with their children as they play and learn.

## **Organisation**

The organisation is good.

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

The leadership and management of the setting is satisfactory. The manager provides positive links between the staff team and the committee. Clear roles and responsibilities are defined; ensuring every member of the team knows exactly what is expected of them. This provides an organised and relaxed environment for the children. The manager is supportive, practitioners enjoy their time at the setting and build good relationships with the children and their families. She regularly observes practice and the delivery of the curriculum by staff to assess the setting's own strengths and weaknesses. Topics and activities are evaluated by practitioners, however systems to observe and monitor the impact these have on individual children's progress towards the Early Learning Goals have yet to be fully developed. The majority of the staff are qualified and know what they are trying to achieve with each activity. The details are also recorded in the daily short term plans and each member of staff receives a copy to ensure they are fully conversant with the overall objectives of the whole curriculum, providing a well-balanced programme for the children.

## **Improvements since the last inspection**

At the last inspection the nursery was asked to develop and implement a procedure for staff appraisal to ensure training needs are identified and staff are supported in attending relevant courses and ensure effective procedures are in place for staff induction. A staff appraisal and induction system has been put into practice. The setting was also asked to ensure that all records relating to day care activities are kept in appropriate detail and ensure confidentiality. The provision ensures children have their own confidential files to ensure privacy from others. These are kept in appropriate secure place.

The provision was also asked to improve staff's knowledge and understanding of special needs, current legislation and guidance. The designated SENCO of the setting has attended relevant courses to enable her to support children in the setting.

## **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 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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 systems for informing developmental records

#### **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):

- develop the systems to plan for children's next steps for development
- make sure that children's developmental records are available for inspection at all times and develop the system to monitor and evaluate the curriculum to ensure all children's needs are met.

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)