

# Lewes Clock Tower Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY283084   |
| <b>Inspection date</b>         | 11 March 2008  |
| <b>Inspector</b>               | Chris Mackinnon  |
| <b>Setting Address</b>         | Sussex Downs College, Mountfield Road, Lewes, East Sussex, BN7 2XH |
| <b>Telephone number</b>        | 01273 402299   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | The Governing Body of Sussex Downs College                         |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | 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 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?

Lewes Clock Tower Nursery was first registered in 1994 and operates from a self-contained unit within Sussex Downs College in Lewes, East Sussex. Children have the use of a main care area, which can be subdivided, with the addition of a separate sleep room. An enclosed outdoor play area is also available. The setting is open to children of college staff, students and to children living locally.

The setting is registered for a maximum of 20 children aged from one to five years. There are 32 children on roll, with 12 children currently receiving funding for nursery education. The setting is open each weekday from 08:00 to 17:30 during term-time, and each weekday from 08:30 to 16:30 for the remainder of the year. There is a staff team of seven, and all have appropriate early years training.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are healthy and active at the setting, effectively supported by staff who follow well organised hygiene procedures. Close adult support and guidance also helps children gain a good understanding of how to be clean and tidy. Staff have an effective understanding of children's health and development needs and provide close and well organised support and encouragement. Children enjoy being active at the setting and have many opportunities for lively play and games that extend their physical confidence. Healthy food is provided at meal times and much fresh fruit is included. Children learn about healthy eating and staff effectively support children's individual dietary needs. The well planned and varied range of physical activities provided indoors, and in the setting's outside play area, successfully contributes to children's healthy development.

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

The provision is good.

Children enjoy the setting's bright and stimulating play and learning environment. Care is taken by staff to organise the children's play areas to be safe and suitable for all ages of children attending. Children are effectively protected from accidents by well organised safety procedures and close staff supervision. Staff have an effective awareness of the need for safety outdoors and children play together safely. A wide selection of play and learning resources is provided for all children to be expressive and to enjoy their activities. Art and crafts materials, books and assembly resources are all strongly featured and easily accessible. A well considered range of play materials is provided in the outdoor area, but the range of learning resources used outdoors is not fully developed. Trained and experienced staff ensure children are kept secure and effectively safeguarded within the setting.

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

The provision is outstanding.

Children greatly enjoy their play and learning and benefit from a highly well organised range of planned activities. Children explore resources easily, develop confidence and have much fun. Children have many highly successful learning interactions with staff and children's exploration of resources and play materials is thoughtfully supported. Children's natural inventiveness is also successfully encouraged during many excellent role play games and creative activities. Children greatly enjoy sticking and joining activities and have much fun during messy play and outdoor play sessions. Children become highly skilled at using a range of tools and learn easily about numbers, shapes and sizes. Staff are highly effective at working closely with children to develop their use of words and language. Staff also enthusiastically encourage children's enjoyment of books and stories. Children successfully engage in an excellent variety of early learning activities, which are highly well organised to consistently support their developing needs.

### **Nursery Education**

The quality of teaching and learning is outstanding. A highly well organised programme of activities successfully ensures children have many rich and varied learning experiences. Excellent planning and preparation effectively ensures children and staff fully explore a wide range of

stimulating learning themes. A thorough and precise system of observation and assessment is in place, which is highly effective in identifying individual children's development and progress through the learning stages. Many one-to-one interactions and small group activities with staff successfully engage children in a wide range of purposeful learning tasks. Staff are skilled and confident teachers, providing many highly successful opportunities to extend children's development across all six learning areas.

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

The provision is good.

Children are happy at the setting and play together well. Staff consistently encourage children to share and help each other, which fosters their spiritual, moral, social and cultural development. Staff give close consideration to developing children's involvement in the group. Children behave well and are effectively encouraged to share and be aware of others. The setting's learning programme includes a good range of activities to reflect diversity, and children's awareness of the wider world is successfully supported. Staff key workers have frequent contact with parents, and the information recorded on individual children's achievement is well organised. A clearly presented parents' notice board is also available, providing clear information on the setting's play and learning activities.

The partnership with parents is good. The setting works effectively with parents to support children's learning and achievement. Clear and detailed written information is provided for parents on children's progress through the learning stages. Parents have well organised and frequent access to staff key workers, who are able to discuss individual children's development. Parents have access to clear details of the setting's learning themes, but further links could be made with parents on how to support children's learning at home. Parents are encouraged to contribute to the setting's planned activities and often bring in items of interest to support children's learning.

### **Organisation**

The organisation is good.

Children play and learn within a well organised child care setting. All play areas are effectively planned and prepared, to provide a wide range of learning opportunities for children. A well presented and engaging supply of play and learning resources supports children successfully in learning new skills and having fun. The setting has qualified and experienced staff who are attentive to and enthusiastically support children's ideas and interests. The staff key worker system is well organised and staff take care to successfully support individual children's progress. All required record keeping is in order and clearly maintained. An extensive range of written policies and guidance material is also available to support the effective organisation of the care and learning. The setting meets the needs of the range of children for whom they provide.

The leadership and management within the setting is good. Children are successfully supported in their learning by a confident and well organised staff team. Staff are trained and experienced and have an established knowledge of the foundation stage. The manager and staff together provide a well planned and stimulating programme of activities and learning topics to effectively promote children's achievement. Staff consistently observe and record individual children's learning and development. A well organised key worker system is also in place to support and monitor children's progress. Staff are committed to providing good quality learning activities, and meet regularly to evaluate the effectiveness of the setting's learning programme.

### **Improvements since the last inspection**

Since the last inspection the setting has updated the information kept on infectious diseases, providing improved outcomes for children in Being Healthy.

### **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 good.

### **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):

- widen the range of learning resources provided for children in the outdoor play area

#### **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 parent's awareness of the early learning themes, so parents can support their children's learning at home

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)