

ABC Hook Lane Nursery

Inspection report for early years provision

Unique reference number	EY294006
Inspection date	15/09/2008
Inspector	Christine Clint
Setting address	60 Hook Lane, Bognor Regis, West Sussex, PO22 8AR
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

ABC Hook Lane Nursery opened in 2004. The ground floor nursery premises are situated behind a private dwelling in a residential area of Bognor Regis, West Sussex. Children and staff use two rooms on either side of a courtyard area and this leads to a large secure garden.

Children attend from the locality and the wider area. The nursery is registered for 12 children from two to five years old. It operates from Monday to Friday all year round, offering flexible sessions from 08:30 until 16:00.

There are currently 28 children on roll. This includes 15 children in funded educational places. At the time of the inspection a maximum of 13 children were present. Children attend for a variety of morning and afternoon sessions. The setting supports children with special needs and those who speak English as an additional language.

There are three regular members of staff who all hold child care and early years education qualifications. Extra staff support is obtained at times from the provider's jointly owned nursery. The setting receives support from the local early years department.

Overall effectiveness of the early years provision

All nursery staff hold early years qualifications. They maintain safety and security within the nursery and they ensure all children's daily welfare needs are followed. Children have choice, freedom and encouragement to increase their capabilities, although there is less challenge at times because activities are not fully planned and learning objectives are not identified. Inclusive practice is supported because staff have knowledge of individual children's needs and this is enhanced by regular verbal communication with parents. However, there are no systems to ensure all parents have the same information and support for their children's development. The nursery has implemented several areas of improvement, but there are no clear plans for self evaluation or ensuring continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase staff knowledge and understanding across all areas of the Early Years Foundation Stage to ensure that the provision meets all regulations for children's welfare and learning and development requirements
- develop regular systems for planning activities and show how these include purposeful play and a balance of adult-led and child-initiated activities to enable children to make progress
- use the recorded observations of children's progress to assess their learning needs and share this information with parents and carers to plan future learning
- develop systems of self evaluation within the nursery to identify and maintain

continuous improvement

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that no more than 12 children are present at any time during the hours of operation to meet the conditions of registration (Organisation) 16/09/2008
- include a procedure to be followed in the event of an allegation against a member of staff, in the safeguarding children policy (Safeguarding and promoting children's welfare) 29/09/2008

The leadership and management of the early years provision

The nursery is small and has established sound routines of managing children's welfare and liaising personally with parents. Staff ensure children's daily safety and they show care and consideration for children's needs. The provider understands most of her responsibilities to ensure that children are safeguarded. There are clear procedures in place for employing new staff and for completing staff inductions. The nursery has improved the staffing levels since the last inspection and staff qualifications have also increased; there is strong continuity of staff. There is less evidence to support continuing improvement across all areas of the provision because the provider and staff have not increased their knowledge and understanding of the current changes in regulations or the need to include regular self assessment. The provider and the daily supervisor do not fully understand the implications of accepting an extra child at the nursery.

Partnership with parents is mostly verbal and can regularly take place, although there are no formal procedures for ensuring that all parents views are considered. There are more frequent links with the parents of children who have individual learning needs and they are supported and connected with other agencies. Parents are less informed about how they can participate in their children's achievements and progress.

The quality and standards of the early years provision

Children have close and individual attention when they first arrive and the nursery accommodates these needs well because arrival and departure times are flexible and staggered; this enables staff to have daily dialogue with parents and to manage and settle children with gentle reassurance. Children learn to choose activities within the main room on arrival and their regular daily routines include times for coming together in a group. They take part in a short registration time, they sing and join in with small focus activities. Children have specific times during the day to choose indoor or outdoor play and resources are in place and available.

Children are safe within the setting and this is prioritised because the premises are fully secure. Children learn to manage daily routines practically and safely because

staff offer support and explanation. They encourage children to learn small practical skills and increase their abilities to take responsibility for themselves. They are reminded to use 'walking feet' to keep themselves safe and to sit down when using scissors. Children learn about the grass being slippery before they go outside to play, they talk about the weather and they are encouraged to think about being cold and needing to wear more clothes. The nursery has previously invited visitors from the community to help children understand through topics on road and fire safety.

Children's learning is basically planned only, with staff using their individual ideas for carrying out focus activities which include some opportunities for children to make progress. Children learn about measuring quantities during the cooking activity and also learn to name items that are being used. However most of children's learning is through repetition of daily routines and dialogue with staff and each other, there are no plans to show how or what children will learn. Staff mainly organise broad topics and inform parents; some resources are then linked with the topic. For example, children play with soft toy animals and carry these in an animal cage. They talk about animals being taken to the vets.

All free play is child initiated and staff monitor this and maintain safety. Some older children show confidence in finding the resources they need, they move boxes to reach what is underneath. They show spontaneity in developing role play with each other and use the resources available to introduce their own ideas for play. Children are forming friendships and learning to take turns. They show interest in each other and excitement when special friends arrive. They sit together to use the computer and give each other instructions, they are learning to be sociable at snack and lunch times. Children with individual learning needs have plans in place and there are clear links with other agencies and parents, for information, guidance and support. There are strong assessments to monitor any progress in language development.

All children's development records show some staff observations and assessments to gauge their levels of learning, but these vary widely and do not show the next steps for children. Staff have good knowledge of children's individual capabilities, but they do not use this information to link with any future planning for activities. Staff are well qualified and fully understand child development, however they have less awareness of the Early Years Foundation Stage and the wider impact across the provision.

Children's welfare is sufficiently maintained because staff ratios are in place and these match the age of children attending. However, during the inspection the nursery was operating in breach of the registration conditions because 13 children, instead of the maximum of 12 children, were present during the lunch time period only. Staff are capable and manage all children well, therefore this did not impact on the care the children were receiving.

Most written policies and procedures to meet the regulations are in place and some have been amended since the last inspection, although the safeguarding policy does not include the procedures to be followed if there are any allegations against staff and this is a requirement.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or the last inspection.

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.