

Northiam Nursery

Inspection report for early years provision

Unique reference number

EY375090

Inspection date

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Inspector

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Setting address

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Northiam Nursery has been registered since 2008. It is by run by the Committee of Beckley Pre-School. The nursery operates from a self-contained unit within Northiam Primary School, Northiam, East Sussex. Children have access to a secure, enclosed outdoor play area.

A maximum of 18 children in the early years age range may attend the group at any one time. There are currently 22 on roll attending a variety of sessions. The nursery operates between the hours of 09.15 and 15.00, Monday to Friday, during term times. Exact opening times vary each day according to demand and are advertised in advance to parents.

The group serves the local and surrounding area. There are four staff employed at the setting with a minimum of three present each session. All of the staff either hold, or are working towards, an appropriate early years childcare qualification. The group receives support from the Rural Children's Centre (in Rye), the local authority, the school and Battle and Bexhill Under 5's Association (BUFFA).

Overall effectiveness of the early years provision

Children are happy and settled as they play with their friends and interact with the motivated and caring staff. Their personalities are well understood and respected within the setting and their care needs are very effectively met. The systems in place for assessment and planning are not fully inclusive as they do not sufficiently support staff to recognise and address children's individual learning needs. The management team and staff are committed to monitoring and improving practices although they have yet to establish an effective system of self-evaluation.

What steps need to be taken to improve provision further?

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

- implement procedures to communicate more effectively with parents/carers and others involved in delivering the Early Years Foundation Stage (EYFS) to the children attending in order to gather evidence from a wide range of teaching contexts
- improve the systems in place to identify and address children's individual learning needs
- increase the opportunities for children to engage in freely chosen play, to explore and investigate their environment and to make decisions

The leadership and management of the early years provision

During the short time that the setting has been in operation the self-evaluation has largely taken the form of discussion between the management committee and staff

team. They have been working together to establish and refine effective working practices which meet the needs of the children attending. This has resulted in some minor revisions of procedures and further areas being identified for improvement. The setting has yet to adopt a system of self-evaluation which will support the staff to monitor and reflect on practices on a long term basis.

The staff form and maintain friendly relationships with parents and carers. They provide a good range of written information and parents and carers are encouraged to share information with staff as they deliver and collect their child each day. They are informed of their child's progress and the activities which they enjoy. However, they are not routinely involved in contributing observations from home or in identifying the specific learning intentions for their child. In addition, the setting has yet to establish communication with other providers who are involved in delivering the Early Years Foundation Stage to the children who attend.

The nursery has comprehensive written policies in place to support staff in protecting children. These include risk assessments, health and safety guidance and child protection procedures. There are clear arrangements in place to review these regularly. Appropriate recruitment and vetting procedures are in place to ensure the suitability of staff. The members of staff who have been identified to coordinate child protection concerns have attended training specific to their role. The contact details required to enable the staff to report any concerns are held onsite along with all local authority guidance.

The quality and standards of the early years provision

Children take part in activities which cover all areas of their development and are generally very enthusiastic in their learning. They have opportunities to play freely but there are also times when they take part in adult-led and whole group activities. During these times there is a slight tendency for adults to offer too much direction. This reduces the opportunities for the children to explore and investigate for themselves and does not encourage them to become independent learners. In addition, the balance of the day does not suit all children as some struggle to concentrate during long periods of organised activities.

Staff demonstrate a good understanding of each child's personality which allows them to plan activities which appeal to the majority of the children. However, the lack of an effective system for assessing and monitoring children's individual progress means that staff cannot ensure that they are always providing an appropriate level of challenge. Planning is done by age rather than reflecting children's individual needs.

Children's self-esteem is generally well promoted as a result of their positive interaction with staff. They are developing good social skills and play cooperatively with their peers. During unstructured play times the children are able to flow freely into the outdoor area and enjoy playing in the fresh air.

Children are given good support and encouragement to learn how to keep themselves safe. They take part in activities aimed at teaching them to be aware

of potential dangers and to take the necessary care. They are also developing good personal care routines. Parents of children who stay all day either choose to send in packed lunches or purchase cooked meals from the school. These are supplemented by nutritious snacks throughout the day. Children also have constant access to drinking water.

Children are supported to develop a range of skills which will help them in their future although they sometimes lack sufficient opportunities to make choices and solve problems for themselves. They take part in activities aimed at teaching them about the lives and customs of people from the local community and wider world. As a result they are learning how to interact positively with others. They are well behaved and are able to reason, share and negotiate. Children have access to electronic equipment such as computers and are learning to operate programmes using the mouse and the keyboard.

The premises is accessible for wheelchair users. There are appropriate arrangements in place to care for children with learning difficulties and/or disabilities.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.

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.