

# Erskine Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY277540      |
| <b>Inspection date</b>         | 15/12/2008    |
| <b>Inspector</b>               | Felicity Gaff |

|                         |   |
|-------------------------|---|
| <b>Setting address</b>  | Erskine Villa, Brighton Road, Hurstpierpoint, Hassocks,<br>West Sussex, BN6 9EF |
| <b>Telephone number</b> | 01273 833248  |
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| <b>Type of setting</b>  | 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**

Erskine Day Nursery opened in 2003 and is privately owned. It operates from a large house near Hurstpierpoint, West Sussex. All areas are wheelchair accessible except for the baby room which is on the first floor. There are fully enclosed gardens for outdoor play. The day nursery is open each weekday from 08.00 to 18.00 all year round. The setting is registered on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 37 children on roll who are in the early years age group, of whom nine receive funding for early education. The children are drawn from the surrounding rural area. The setting supports children who speak English as an additional language. There are nine members of staff, including the owner. Of these, six hold appropriate early years qualifications and all the others are in training. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Children's safety is promoted well because they are cared for in a secure and welcoming environment, where staff follow consistent procedures to keep them safe. There are good arrangements to make sure that all children can participate in all activities. Staff work effectively with parents and other agencies to ensure they understand and meet each child's welfare requirements. Although some weaknesses in the provision for learning and development have been identified, staff have not yet taken effective steps to address them.

## **What steps need to be taken to improve provision further?**

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

- improve opportunities for children to become active learners, setting and solving their own problems and learning from their mistakes
- use systematic observations and assessments of children's achievements, interests and learning styles to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development
- ensure risk assessments cover everything with which a child may come in contact such as the door of the play house.

## **The leadership and management of the early years provision**

The registered person promotes children's welfare well. There are rigorous procedures for checking that staff are suitable to care for children and ensuring they are suitably qualified to do their jobs. Staff are well supported in their day-to-day practice by comprehensive procedures and policies that cover all the required areas. The systems for assessing risks on the premises and on outings help staff to promote children's safety. Staff understand how to recognise, report and record

any concerns, so that children are well protected from harm or abuse. Staff create good relationships with parents, who receive regular written observations of what their children do and enjoy, as well as daily opportunities to exchange information informally. These enable staff, parents and other agencies to work together to ensure that individual health needs are met and that unwanted behaviour is managed consistently. Assessment and planning systems are under development but are not yet fully effective. Staff record observations of what children do but these are not used systematically to identify their future learning needs. The registered person has not ensured that planned activities cover all areas of learning, indoors and out, and are well adapted to challenge and motivate each child.

## **The quality and standards of the early years provision**

Children in all parts of the nursery enjoy a warm, nurturing environment. An effective key person system ensures each child is well-known as an individual, helping them feel confident and secure. Staff carry out generally thorough safety checks each day, but occasionally do not identify and minimise potential hazards such as the play house door. High standards of hygiene and clear procedures for dealing with sickness or injury mean that children are well protected from illness or infection. There are good systems for ensuring that children's individual dietary requirements are known and met. Children receive nourishing, home cooked meals and healthy snacks, which they are eager to eat. Staff work well with parents and other agencies to support children with additional needs and those who use English as an additional language.

Children have adequate opportunities to make progress in their learning and development. They enjoy sharing books with staff, making music and experimenting with a range of messy play materials. Staff engage in spontaneous play activities with children but do not plan in advance how to use the resources available, such as torches, to maximise children's pleasure and learning. They do not organise resources, such as the writing table, attractively and accessibly and consequently children rarely use it. Children have some informal opportunities to set and solve their own problems, and express their own ideas. For example, toddlers use all parts of their bodies to experiment with paint. However, much of the work staff choose to display is highly adult directed, where children assemble ready prepared items to a set pattern. This does not show children that their ideas and achievements are valued. The secure outdoor play area contains resources offering interest and challenge to children at different ages and stages of development. Children relish the sense of achievement as they succeed at challenging activities such as reaching the top of the climbing frame. However, staff do not plan outdoor play to enhance children's development in all areas of learning, and younger children do not go out every day. Written observations of what children do are inconsistent. Some clearly show what children can do, but many are infrequent and do not cover all areas of learning. Planning is unwritten and staff do not use the Practice Guidance for the Early Years Foundation Stage (EYFS) to support effective, exciting, varied and progressive learning for each child.

## 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

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 3 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 3 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 3 |
| 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?   | 2 |
| 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](http://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 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.