

Sure Start Sharps Copse Nursery

Inspection report for early years provision

Unique reference number	EY305510
Inspection date	18/11/2008
Inspector	Michael Pye
Setting address	Sharps Copse Childrens Centre, Prospect Lane, Havant, Hampshire, PO9 5PE
Telephone number	02392 475101
Email	
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

Sure Start Sharps Copse nursery opened in 2004. It operates from rooms within the children's centre at the same address. It is situated in the Havant area of Hampshire. A maximum of 114 children may attend the nursery at any one time. The nursery opens each weekday from 08.00 to 18.00 for 51 weeks of the year (Not Christmas). The breakfast and after-school club open during term-time only. All children share access to a secured enclosed outside play area. Children attend for a variety of sessions.

There are currently 114 children aged from nought to under eight years on roll. Of these, 73 children are aged two to five and receive funding for early years education. The other children are aged two to three years. The nursery supports children from the local area and children in the after school club walk over from the local primary school nearby. The nursery supports one child for whom English is an additional language.

The nursery employs 25 members of staff, 24 of whom are full time. Of these, 24 hold appropriate qualifications and one has a relevant level 2 qualification. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Extremely secure leadership and management guarantees the smooth running of, what is excellent provision. Coupled with an experienced and well-trained staff the result is that the children quickly settle, feel safe, secure and happily participate in the varied activities on offer. The staff use their detailed knowledge of the children to set challenging and enjoyable activities for the children, who consequently make very good progress. The arrangements for children's welfare are outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the external area to provide further learning opportunities for children

The leadership and management of the early years provision

Senior leaders set a clear vision for the provision based solidly around very high standards and the interests of the individual child. This is shared with staff and shows through in the very caring ethos that exists in the classrooms. Staff adopt a consistent approach that helps to reassure the children and gives them confidence. Consequently, trust is built, relationships are very strong, and the children know

the routines very well. A very thorough induction programme for staff, together with excellent procedures for their continual professional training helps ensure that they become very aware of the high expectations of the provision's leadership. Moreover, all staff share the very obvious commitment to inclusion; as every child matters. For example, to facilitate an ease of transfer for a child, additional visits, along with the presence of a member of staff, were arranged to the local infant school. The on-going action plan bears witness to the quality of self evaluation by the leadership. Highly appropriate areas for development have been identified, including staff training for the EYFS, as well as further developing the records of achievement for children. The provision has also correctly recognised the need to further develop the external area so as to maximise the varied learning opportunities for children. For example, the provision has identified weaknesses in boy's writing and there is a focus on activities outside that would help develop their gross motor skills and help them improve. The provision is also working to build further on its excellent partnership with parents by involving them more fully in evaluating its work. Arrangements for the safety and welfare of the children are robust, and thorough and staff appointment procedures conform with safeguarding regulations.

The provision has also developed appropriate planning documents that allow it to show exactly when and where each child is accessing the EYFS curriculum. Any gaps in the curriculum can then be addressed by the adults. The overview of planning is carried out by middle managers, who work alongside the children's key workers to ensure that the children are appropriately challenged. This management system also extends to the welfare of the children and reflects again the provision's commitment to the inclusion of the children.

The quality and standards of the early years provision

The provision has developed very good procedures for recognising and recording the progress of the children. This results in staff using the information to plan appropriately challenging work for the children. Adults also use questioning well to further check on the children's knowledge and understanding. Consequently, the children make very strong progress. This is particularly noticeable in their personal development. The children listen carefully to each other and share the resources well. They are encouraged to see themselves as part of the community; one boy walked 'the long way round' rather than cut across an area where others were talking. They have an excellent understanding of how to stay healthy and safe. 'We don't run in this part', one child said. Others showed great enjoyment as they sat with their key workers eating healthy options such as cheese and drinking milk. At meal times the children's needs are recognised through the attention of the on-site chef, thereby reflecting, once again, the commitment to the individual child.

The provision is also very good at promoting the independence of the children. One child was eager to wash up, whilst a nursery child was encouraged to find her own shoes, by finding her photograph on the trays. Overall the children are extremely well prepared for the next stage in their education. Not least of all are the varied opportunities they have to develop their computer handling skills during class activities. Typically, the children react positively when entrusted to use a

timer to ensure that all get equal time and access to the computers.

A very wide range of external agencies help support the children. For example, besides the support of social and health services, the provision also makes use of the travelling Family Library Link.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	2

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 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.