

Summerfields Nursery

Inspection report for early years provision

Unique reference number	EY293942
Inspection date	26/01/2009
Inspector	Alison Weaver

Setting address	Summerheath Hall, Summerheath Road, Hailsham, East Sussex, BN27 3DR
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Telephone number	01323 449057
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Type of setting	Childcare on non-domestic premises
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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

Summerfields Nursery opened under the current ownership in 2004. It operates from a community hall in Hailsham. The setting has access to two rooms, a large hall, a kitchen and toilets. The building has a ramp for access and there is also ramp access to the garden. A maximum of 24 children may attend at any one time. The group opens five days a week during school term times. Sessions are from 09.00 to 13.00 on Mondays, Tuesdays and Thursdays. On Wednesdays and Fridays the opening times are from 09.00 to 15.30. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register. There are currently 36 children from two to under five years on roll. Children come from a wide catchment area. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs four staff. All of the staff and the owner/manager hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, children make good progress in the setting and those with additional needs are given the necessary support to help them achieve. Children stay safe and their welfare needs are well met. The setting provides a number of good opportunities for parents to be involved in children's care and learning, although these are not fully exploited. There are clear procedures in place for identifying strengths and areas for improvement. Actions taken by the setting are effective as they bring about further improvement to the early years provision.

What steps need to be taken to improve provision further?

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

- further develop opportunities for parents to contribute to the observation and assessment process
- continue to develop the planning to make more effective use of children's individual identified next steps in future planning.

The leadership and management of the early years provision

Children are safeguarded well as there is a rigorous recruitment and induction procedure carried out on all new staff. Every member of staff is required to attend advanced training in the protection of children and have a good awareness of the possible signs and symptoms of abuse. The risk assessments and daily safety checks help ensure that children stay safe in the setting and on outings. All other required documentation is in place and well maintained. The owner is aware of the

need to update all the policies and procedures and is taking steps to do this to ensure that staff and parents are fully aware of how the setting operates.

Staff development is effectively promoted through regular supervision and yearly appraisals. They are encouraged to attend training and workshops to extend their knowledge and skills. The staff team work well together and regularly evaluate the provision, both formally and informally, in order to improve the outcomes for children. Staff are beginning to take the views of parents into account in the evaluation process by using questionnaires. The main improvement since the last inspection has been the excellent development of the outdoor area to support children's learning.

Overall, good links are formed with parents and external agencies to ensure that all children get the support they need. The use of regular meetings keeps parents informed about their child's progress. Parents are also encouraged to be involved in their children's learning at home as they are given suggestions of activities to do with them. The opportunities for parents to formally contribute to the observation and assessment process are not fully developed. The setting is still in the process of developing links with other providers to ensure continuity of care and learning.

The quality and standards of the early years provision

Children happily settle into the caring and friendly environment. They develop their independence as they help staff do tasks and pour their own drinks. In general, children behave well and build good relationships. Staff regularly praise and encourage the children to promote their self-esteem. Children learn to care for others and take turns. They find out about other people and different lifestyles through the planned activities.

Children make choices from a variety of activities that hold their interest and help them develop. They thoroughly enjoy the activities where they can explore using their senses. They become absorbed in playing with the piping in the water play and show good fine motor skills as they pick up sand with the toy tweezers. Children get excited as they mix the paint on the black plastic and make marks and shapes using their hands. Most children are confident speakers and share their experiences with adults and peers. The use of signing helps support those who are less confident. Children begin to develop a good understanding of the link between sounds and letters. Staff make good use of everyday routines and activities to reinforce numbers, counting and shapes with the children.

The health of children is promoted effectively. They enjoy healthy snacks and have easy access to drinking water. They have plenty of opportunities to enjoy the fresh air and develop their physical skills. Children have fun in the stimulating outdoor area. They skilfully use a range of resources outdoors including balancing along old tyres and rolling over cable winders. As children play, staff remind them about how to play safely. They learn the importance of not running indoors when the floor is wet. Children learn how to cross roads as they use the relevant role play equipment outside.

Staff plan and provide a broad curriculum that covers all areas of learning. They regularly observe and assess the children to ensure that each child is making progress. The staff have started to identify next steps for individual children's learning and development but these are not fully used to inform future planning. However, staff do take into account children's needs when discussing planning together and deciding on activities that will help support specific children.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
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 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.