

Easthill Park House

Inspection report for early years provision

Unique reference number EY306179
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Inspector Shan Gwendoline Jones

Setting address Easthill Park, Portslade By Sea, East Sussex, BN41 2FA

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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 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

Easthill Park was registered in 2005 and has provided services for children with special needs for many years. It is based in part of a converted house in Portslade and is managed by Brighton and Hove Council. The setting comprises one playroom including a soft play area. The building is set in a large park, and children use the outdoor facilities alongside the public.

Children in their pre-reception year attend from 09:30 to 14:30 and the group runs on Thursday/Friday only.

A maximum of seven children may attend the nursery at any one time. This provision is registered by Ofsted on the Early Years Register. There are currently five children on roll in the early years age range, some in part-time places. All of the children attending have learning difficulties and/or disabilities.

There are four staff, all of whom are qualified for their role. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The needs of all children are extremely well met as staff recognise them as unique individuals. Every child is fully supported, according to their own stage of development. Secure trusting relationships are established, which help children develop confidence and a sense of belonging within the centre. Effective relationships with parents, carers and other professionals help staff to promote high quality education and care. Self-evaluation is an integral part of the management of the setting, ensuring that staff are able to identify areas for development and make improvements as part of an ongoing cycle.

What steps need to be taken to improve provision further?

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

- develop the outdoor play area to further enhance learning experiences for the children.

The leadership and management of the early years provision

The centre is exceptionally well managed and all staff are very efficient and aware of their individual roles and responsibilities. There are robust systems in place to ensure the safety of children. Thorough recruitment and vetting procedures ensure that staff are suitable and qualified to work with the children.

Staff are fully committed to providing children with high quality play and learning experiences and this is clearly evident in their professional and enthusiastic interactions with children. A thorough and detailed system of monitoring and self-evaluation is in place which involves staff and parents in identifying strengths and suggesting areas for development. Staff are enthusiastic and keen to improve their childcare knowledge and skills. They receive regular training from a variety of sources for their personal development and keep up to date on childcare practice. These measures ensure consistency of approach within the staff team that provide benefits to the children's learning and development. Staff deployment and maintaining high staff: child ratios ensures children are secure and safe within the setting.

There are excellent systems in place to develop effective partnership working with parents and others. Parents and carers are actively encouraged to be involved in the setting and well-organised systems are in place to share information with those involved in the care of the child. Parents receive a range of information before and when their child starts; entry profile, all about me records and education plan are established and ensure close links with parents and other professionals are maintained. Parents speak highly of the centre, comments received from parents include; 'your support and specialist knowledge on dealing with children with special needs is top class'. Children are very well prepared for their move to school. Each child has a transition book of digital photographs and Makaton symbols which show the child's new class teacher and other members of staff, their classroom and pictures of the school.

The quality and standards of the early years provision

There are effective systems in place to identify children's starting points and planning, observation and assessment are successful. Staff record children's starting points when they first attend the setting, consequently they are able to track children's progress and offer learning opportunities that meet their existing needs and build on what they already know. Children have space to move around and play comfortably and can access the toys and resources they wish to play with easily. Staff set out the play room into the different areas of learning providing activities in each to support children's learning. There is a good balance of adult-led, child-led and focused activities throughout the day. The environment is adapted to ensure some children are not over stimulated which can have an adverse effect on their behaviour. The children are well supported in their learning as the practitioners sit with children and engage in conversations with them, they support children's language and extend their thinking and creativity. Children benefit from the suitably organised environment which enables them to make choices in their play.

Children's physical development is promoted well and they are becoming aware of the changes exercise makes to their body. Children are able to play in the fresh air on a daily basis. The outdoor environment is a valuable asset and staff have plans to utilise this area to its full potential in the coming months. Children participated eagerly in a parachute game, making movement to song, following simple exercise instruction and enjoying an energetic game. All staff and children participated and

it was great fun.

The children are learning how to form positive relationships with other children, through the sensitive support that practitioners offer. Children are praised for their efforts and achievements and lots of meaningful positive language is used. In addition, effective written policies and procedures are in place to support practice and these are shared with parents and carers. Staff are sensitive to events happening in children's lives and are calm and consistent to ensure children are comfortable.

Children have excellent opportunities to develop their independence and self-care skills. They help themselves to snack, choosing what they would like and conversing confidently with their friends and staff as they eat. Children's welfare is very effectively promoted. Staff implement appropriate strategies to keep children safe and have a very good understanding of child protection procedures. Staff have up-to-date training in first aid and effective procedures are followed if children become ill or have an accident.

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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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