



Chichester Nursery

Inspection report for early years provision

Unique Reference Number	EY301600
Inspection date	03 November 2005
Inspector	Gill Moore
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Registered person	Chichester Nursery School Governing Body
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Chichester Nursery School and Children's Centre is a Local Education Authority maintained nursery school in West Sussex. In April 2005 the school was registered to include a fully integrated child care provision for children from the age of 6 months. The nursery school operates from a purpose built building situated to the east of the city of Chichester. A maximum of 119 children may attend the nursery at any one time. The nursery provides fully integrated childcare from 08:00 - 18:00 Monday to Friday 50 weeks of the year. Part-time education is offered to children aged 3 and 4 years 09:00 - 11:30 and 1:00 - 15:30 during the school term. All children have access to a secure enclosed outdoor play area.

There are currently 121 children under 5 years on roll. Of these, 83 children receive funding from the local education authority. The majority of children come from the local residential area, although children travel from other surrounding towns. The nursery currently supports a number of children with special educational needs and English as an additional language.

The nursery is managed by a governing body who employ a qualified head teacher to be responsible for the day to day running of the school. In addition 25 staff work directly with the children. This includes five qualified teachers. There are twelve staff who have a recognised early years qualification and the remaining eight staff are currently working towards a child care qualification.

The nursery school works very closely with the early years partnership and Sure Start unit and offers a wide variety of services, which include a toy library service, parent and toddler groups, family learning and childminding networks. Drop in sessions from agencies, such as job centre plus, health and speech and language therapists are also offered.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have exceptional opportunities to develop their self-care skills and learn about how to take care of their bodies. They talk about the need to 'wash away the germs' as they excitedly rush in to wash their hands after exploring with the water and mud outside. Children benefit from highly effective hygiene routines across the nursery; for example, when changing babies nappies and wiping tables in preparation for snacks and meals, ensuring the risk of infection is minimal. Their health is very well maintained because practitioners know and implement highly effective health and hygiene policies, including the administration of medication and recording of accidents, to help children stay healthy.

Children gain a very good understanding of the importance of healthy eating as this is highly promoted across the session. Babies feeding routines are consistent with those at home and younger children share snack times together. Older children make their own decision about when they want their snack and can choose from a variety of healthy options. Children confidently follow good personal hygiene routines and select their own cereals, pour them into bowls, choose and spread their own toppings on toast and wash and dry up their utensils and equipment after they have finished. Children enjoy engaging in cooking activities daily, which are linked to the nursery theme; for example, during the inspection children made their own porridge to tie in with the story of Goldilocks and pumpkin soup linking to the celebration of Halloween. In addition all children are introduced to a range of fruits and vegetables, which helps them to develop their understanding of foods that are good for them and recognise how they help their bodies to grow. Children help themselves to drinks of milk and fresh water across the session recognising when their bodies are hot and thirsty after running around. All children benefit from a two course cooked meal at lunch times and a cold tea, with the exception of children under 1 year whose food is supplied by

parents. All meals are nutritious and healthy and rotated on a three week menu ensuring children are provided with a healthy balanced diet meeting their individual special requirements.

Babies' physical needs are exceptionally well met; for example, sleep routines ensure consistency between home and nursery and young children benefit from an excellent range of physical experiences appropriate to their age and ability. Babies reach out for objects and explore their bodies learning to crawl and take their first steps in a secure and loving environment. All children have ample opportunities to enjoy a wide range of physical activities, both inside and out and learn how to take care of their bodies; for example, as they change into their boots and wrap up in their coats to play outside. They delight in opportunities to splash in muddy puddles, kick balls into the net, confidently negotiate large equipment such as bicycles and scooters and develop their climbing and balancing skills as they climb over fences and use the climbing apparatus provided. As a result, children's physical skills are very well developed, they show a very good understanding of spatial awareness and recognise the importance of having regular fresh air and staying active as part of maintaining a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children benefit greatly from being able to move freely and in safety between the wonderful stimulating and exciting inside and outside learning environments. The nursery is purpose built, is inviting and welcoming and children develop high levels of independence as they freely select a clean and well maintained extensive range of equipment and resources. Highly effective procedures are in place to ensure these are well maintained providing children with opportunities to play and learn in a secure and safe environment. Children learn how to keep themselves safe; for example, they are encouraged to think about how to carry chairs safely and talk about why it is important to do so in this way. Much discussion takes place around how to keep safe when using candles during a reflective time as children learn about the festival of Diwali. They talk about the heat and suggest what happens when hands are placed too near to the flame. Children show a very good awareness of the dangers of using matches, lighting candles and talk confidently about what might happen if they become too close to the candle or if the flames are not blown out when they have finished. They recognise and discuss dangers around fire and confidently talk about the procedures they follow in nursery should an emergency evacuation be necessary, confirming that regular fire drills are practised.

Highly effective procedures are in place to ensure children are kept safe and secure, such as the recording of visitors to and from the group and use of an intercom and key pad systems within the nursery. Detailed and comprehensive formal and informal daily risk assessments of all areas ensure all potential hazards are removed and effective systems for the collection and non-collection of children contribute to ensuring children's safety remains a high priority at all times.

Children are well protected because practitioners have an in-depth knowledge of

child protection issues and a clear understanding of how to respond if concerns are identified. All injuries children arrive with and incidents are recorded and discussed obtaining signatures from parents to acknowledge the entries, helping to keep children safe and protected.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children excel in all aspects of their development and relish their time at nursery because practitioners have an expert knowledge and understanding of how young children learn. Excellent interaction between practitioners and children ensure they become increasingly self-assured and develop a strong sense of belonging to the group. This is extremely well enhanced by the implementation of a highly effective key worker system throughout the nursery. Children display exceptionally high levels of independence as they fetch the dustpan and brushes to sweep up the mess they have made. Young children become competent learners as they proudly build large towers out of wooden blocks and demonstrate real concentration and perseverance in their self-chosen tasks working out that it is best to put the larger blocks at the bottom in order for the tower to balance. Toddlers show excellent imagination as they participate in creative activities and enjoy exploring paint. They show initiative and delight in the fact that the planned activity leads them into using their imagination by exploring paint using their hands.

Babies and young children thrive in the wonderfully stimulating and exciting learning environment as they begin their journey of self-discovery from an environment full of secure and loving relationships. They snuggle in to practitioners when being fed and sharing a story and become skilful communicators as they sing, explore music and use telephones in role-play. Children have wonderful opportunities to explore their senses using an extensive range of natural and man made materials presented in treasure baskets. Practitioners working with the younger children make exceptional use of the Birth to Three Matters framework to guide their planning and provide a very wide range of rich learning experiences for each child, enabling them to build their foundations of learning.

Older children are highly involved in all aspects of the session, are extremely confident and independent and show a very positive attitude playing a dynamic role in their individual learning. They thrive because the environment is presented through a series of workshops linked to the curriculum, both inside and out, and children have ample opportunities to extend their own ideas, use their imagination, explore and be curious which boosts their learning. The system for planning and assessment is extremely effective in ensuring all children make rapid strides in their development and although learning intentions are specific, practitioners deliver the curriculum through children's individual interests and therefore they achieve these in many different ways.

Children work exceptionally well with their peers as well as by themselves, learning to co-operate and have fantastic opportunities to use an excellent range of resources and equipment helping them to gain skills and work towards achieving the early

learning goals. They confidently use a range of information technology and learn to insert batteries to move programmable toys. Children enjoy being creative using their senses to explore an extensive range of media and materials as they mix sand and water, dye pasta and build models from recycled materials. Their speaking and listening skills are very well developed and they use a rich vocabulary to describe what they are doing. Children confidently use a range of tools, including scissors, knives and the stapler and solve their own problems about size and shape; for example, when they decide to make kites to fly outside in the wind. Children are happy and all very much engrossed in their individual learning. The routine allows exceptional opportunities to explore, experiment, discover, practise and create which forms the basis of their learning. The wonderful learning environment and the exceptional skill and knowledge of qualified and experienced early years practitioners enables every child to flourish and achieve their individual potential during their time at the nursery.

Helping children make a positive contribution

The provision is outstanding.

Children develop secure and trusting relationships, are extremely self assured and are very independent because practitioners encourage them to do things by themselves. Babies and young children begin to learn their capabilities and show security in seeking support from practitioners. They benefit because excellent links are in place between home and nursery. Flexible settling in arrangements and secure transition between the baby and pre-school unit enables parents to know that their child is settled and provides excellent opportunities for relationships to be established. Children's individual routines are shared and respected; for example, with regards to sleeping and feeding and, detailed information is shared about the child's day through informal discussion and the use of home link books.

All children benefit because they are valued and treated as individuals. Practitioners have an excellent knowledge of both their family and home circumstances and their individual learning abilities. This enables all children to be fully included and involved in all aspects of the session promoting a fully inclusive environment. Children with special needs and those who speak English as an additional language are exceptionally well supported by practitioners who plan specific activities and experiences geared towards their individual needs, enabling all to achieve their full potential. Very close liaison between parents and outside agencies and the use of verbal and non-verbal communication, such as photograph strips and the picture exchange system, helps to ensure all children are effectively supported and make very good progress.

Children's behaviour is exceptional. They show real concern and are sensitive towards their peers involving one another in their play. They work extremely well together when building and constructing models, listening and valuing one another's ideas. Children have many opportunities to learn about themselves and their families through discussions and activities linked to special events and topics. They gain an increasing understanding of the wider world and learn about a range of cultures recognising how and why people celebrate different festivals. Children learn about

how the festival of Diwali is celebrated, watch intently as candles are lit and talk about what this symbolises. Their understanding of this is further enhanced through stories and the use of non-fiction books helping them to gain an understanding of how different people live and enabling them to value the similarities and differences between themselves and others.

All children benefit enormously from superb partnerships between practitioners and parents. Parents are extremely well informed about the nursery through a variety of ways, including detailed information in the parent pack, notice boards and regular two weekly newsletters. The use of home link books and daily informal discussion ensures parent's role as their child's first educator is valued and they are encouraged to share information about their child's learning in the home. Presentation evenings help to ensure all parents understand how children learn most effectively and appreciate the various workshop areas within the nursery and how learning takes place through play. Children's learning is supported at home because parents are invited to borrow a whole range of home school packs which include songs and rhymes, instruments and games with instructions on how these can be used to enhance children's learning. All parents meet each term for a consultation meeting with their child's key worker to discuss their child's progress and achievements at nursery and at home and, agree next steps in their individual learning and written reports and ongoing discussion ensure they are fully informed about what their child has been involved in. Many more additional services, such as the operation of a successful toy library, nursery shop and a wonderful range of family learning programmes contribute to ensuring parents play a full and active role in their child's learning which consequently impacts on the individual progress children make.

Organisation

The organisation is outstanding.

Children's care and learning is well enhanced by the exceptional organisation of the nursery. All practitioners and management have a very clear understanding of their roles and responsibilities. The operational plan and the objectives of the school are implemented highly successfully in practice. Children benefit because all practitioners working with them have an excellent knowledge of child development and an expert understanding of the curriculum and the Birth to Three Matters framework, depending on which area of the nursery they work in. Highly effective rigorous and robust procedures are in place to recruit, appoint and induct qualified and experienced practitioners. All detailed policies and procedures relating to the group are implemented in practice to a consistently high standard to promote excellent outcomes for children.

Children make excellent progress in their learning and are well cared for because high priority is placed on monitoring and evaluating both teaching and the curriculum. Daily and weekly meetings take place between practitioners and management which provide ongoing opportunities to discuss operational issues across the nursery and also to talk about individual children's achievements. Teaching is monitored in a variety of ways, including performance review meetings, which allow practitioners to self-evaluate and identify their own areas for development. Ongoing assessment

from peers and subject co-ordinators help to ensure teaching is truly inspirational and of a consistently high standard throughout the nursery.

Management and practitioners working with the children all share the same vision and work together as an extremely strong staff team to ensure this is fulfilled. Clear aims and objectives with long and short term actions are identified, which are monitored and reviewed continually to assess the impact this has on children's learning. As a result, the setting meets the needs of the range of children for whom it provides. Children are extremely happy and thrive in a safe, secure and highly stimulating early years environment where their individual potential is recognised, valued and truly achieved.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

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.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk