

Southdown Nursery

Inspection report for early years provision

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Inspector Shan Gwendoline Jones

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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*.

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Description of the setting

Southdown Nursery School opened in 1999. It is run by a charitable trust and is held in a school building in central Steyning, West Sussex. The nursery is open Monday and Wednesday 09:15 to 15:15, and Tuesday, Thursday and Friday from 09:15 to 12:15 term time only. A maximum of 22 children from two years to the end of the early years age group may attend at any one time. There are currently 40 children in the early years age group on roll. The facility provides day care for children within the local area. There is an enclosed outdoor play area. Access to the premises is via steps.

The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs eight members of staff, five staff including the manager hold early years qualifications and one is working towards a qualification. One member of staff holds Early Years Professional Status.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery receives support from the local early years advisory teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team work hard to recognise the uniqueness of each and every child and, as a result, all children make very good progress. Children arrive happily and thoroughly enjoy their industrious, productive time in this caring provision. Engaging with parents is a particular strength of this setting. Self evaluation is highly effective and leads to well-chosen areas for further development that have a beneficial impact on children's welfare, care and development.

What steps need to be taken to improve provision further?

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

- extend the partnership links with other provisions, such as pre school groups delivering the Early Years Foundation Stage, attended by children to enable continuity of their learning experiences
- ensure food hygiene matters are included in induction and on-the-job training, which is accessible to all staff involved in the preparation and handling of food

The effectiveness of leadership and management of the early years provision

The effective leadership and management of the nursery means that children are safeguarded. Staff are aware of the indicators of child abuse and the procedure to follow to report concerns. The continued suitability of staff is actively monitored, using effective supervision and appraisal systems that identify individual training and development needs. However, staff responsible for preparation and handling of food have not undertaken the required training, in line with current requirements and regulations under food hygiene legislation. Successful planning ensures that staff are suitably deployed and good quality resources are freely accessible helping children to make independent choices. Ongoing risk assessments are carried out, checking safety in all areas and minimising risks to children. Policies, procedures and records are systematically reviewed, resulting in appropriate safety measures in place to protect the welfare of every child at all times.

The management team have a clear vision with a desire to create an innovative environment and to inspire children's learning through play. This is reflected in all aspects of the care and learning opportunities offered to the children. Resources are well deployed as staff extend and improve the range of equipment available for the children. Resources are easily accessible, activities are planned in advance and children are also able to make choices or ask for their favourites. This helps to develop children's independence and staff are well deployed to support and extend the learning opportunities for the children. There is a key worker system in place to ensure that children's needs are being addressed. All children are included in the activities and staff ensure the younger children are fully included. Children are treated as individuals; staff know their specific needs and interests. This helps to ensure children's unique learning and welfare needs are met.

This is a fully inclusive setting where all children are welcomed and their differences acknowledged. Staff share an understanding of the different learning styles and needs of boys and girls, and have taken positive steps to facilitate equality of access to the curriculum. For example, library loans have been used to expand the provision of non-fiction books to entice more boys to choose to read and staff have increased access to writing materials outdoors.

The setting has an excellent working relationship with parents/carers. Highly informative progress and development records demonstrate an extremely successful partnership with parents, who are wholly involved in their child's care and learning. The setting holds events throughout the year such as 'Paint and Play' days where families join staff and directors to improve aspects of the nursery facilities. For example, renovation of outdoor play houses, gardening and painting. Parents are encouraged to follow children's daily activities and progress in detail. Parents are very well informed about what is going on through notice boards and newsletters. Information is expressed in a straightforward way, which is very accessible to all concerned. Parents are given information sheets to develop children's learning at home, such as, guidelines for supporting the development of thinking, reading, early writing and mathematical development. Children are well

supported because their parents are made welcome and are well informed at all levels. This rapport continues to develop through the paramount importance given to ongoing communication.

Staff understand the importance of developing partnerships with others. They seek appropriate support from a range of professional agencies. They have established strong links with local schools. For example, one member of staff was released during the autumn term to support the transition of children to primary school. However, for children who attend more than one setting, the system in place for the sharing of relevant information is not fully established. The management team are reviewing how this can be further developed to benefit the children to ensure continued progression of care, learning and development.

The quality and standards of the early years provision and outcomes for children

The nursery is inclusive and very welcoming. The management and staff team meets children's individual needs particularly well and provides good quality care and education. They provide a comfortable, high quality learning environment and make exceptionally good use of the wide ranging resources. Children are offered interesting and appropriate learning experiences based on their interests and learning styles as well as their developmental needs. The records of children's achievements are fully linked to the Early Years Foundation Stage and shared with parents.

Staff are constantly talking to the children, asking them open ended questions and helping them to develop their imaginations. Younger children interact well with the older children. They play happily alongside each other whether involved in art and craft, imaginative play or construction. There is a lot of fun and laughter amongst the children at all times. They enjoy each others company and have a great rapport with their peers and staff. Children's creativity is fostered. Instrumental music is purposefully played and children make their own sounds using a range of instruments. Children engage in activities, such as painting at the easel, drawing and craft activities at the table.

Physical activity is highly regarded and children are able to develop their physical skills as they frequently take part in a wide range of activities on a daily basis. The free flow between indoor and outdoor play ensures children participate in a wealth of worthwhile experiences. They delight in natural exploration, such as, painting large sheets of paper with paint rollers and exploring the sand with a variety of tools. Children's interests are extended as staff support a child's innovative idea to construct and decorate the large wooden blocks outdoors with their painted paper. Children are aware of healthy lifestyles. They know to wash their hands at appropriate times and are independent in their self care skills, for instance, blowing their own nose and disposing of the tissue themselves. Children learn the benefits of exercise and are fascinated as they feel their heartbeats after running around the obstacle course.

Children feel safe and relaxed in the nursery. They practise the evacuation

procedure regularly ensuring they would know what to do if an evacuation was necessary. The older children are very confident and are happy to talk to the inspector. They are able to explain what they are doing and what they like best. Younger children also show how well they know their way round their own play space. They dip in and out of doors, displaying delight in whatever they are doing by laughing, chatting and discovering new experiences and skills. Children enjoy their time at the nursery and feel valued as staff recognise their skills and praise their achievements. This is confirmed by displaying children's work around the setting.

Effective policies and procedures are in place for administering medication and managing accidents, thereby helping to ensure children are well looked after. Staff are vigilant to children's safety, and act in a caring and professional manner to ensure their welfare is met at all times. For example, when responding to an accident, staff immediately applied the necessary first aid, ensuring the child was reassured and comforted.

Staff promote children's independence and problem-solving capabilities. They know when to intervene and when to leave children to develop their own play. This helps to ensure that children get the right support in their learning and development. The positive role models of the staff are reflected in children's relationships with each other. Effective behaviour management procedures ensure that children are included and involved in decision making and learn to develop responsibility. This helps them to be independent learners and ensures that they are developing essential skills for the future.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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