

The Nook Nursery

Inspection report for early years provision

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Inspector Rosemary Musgrove

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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

The Nook Nursery is privately run and was registered in 1999. It operates from converted residential premises in Worthing, West Sussex. All children have access to an enclosed, outdoor play area. The nursery opens each day from 9am to 4pm in term time. Children attend from a wide catchment area. The nursery is registered by Ofsted on the Early Years Register to care for 16 children from two years to the end of the early years age group. There are currently 30 children in this age range on roll. The nursery is registered to receive government funding for nursery education. The nursery supports children with special educational needs and/or disabilities. There are seven members of staff, of whom five hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of each child's individual needs and effectively support their welfare and learning. Children are keen and motivated to select resources and take part in a good range of interesting activities. This means they make good progress in their learning and development. The organisation of the environment means children feel secure and safety aspects are of a good standard. Partnerships with other agencies and parents are effective and this supports the continuity of the children's care and learning. The nursery regularly evaluates their practice and has made a number of positive changes and improvements.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written parental permission for seeking emergency medical advice and treatment (Safeguarding and promoting children's welfare). 19/04/2010

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

- ensure that all practitioners have a clear understanding of their roles and responsibilities in the absence of the manager and deputy in order to ensure the safe and efficient running of the nursery.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of safeguarding and this means children are well protected. They have effective procedures for identifying a child at risk of harm and liaising with the appropriate child agencies. Safe recruitment and vetting procedures mean that suitable staff work with the children. Generally, staff are suitably deployed and children are well supervised as they choose to play in different locations. The nursery has the majority of the required procedures and documentation for the safe and efficient running of the early years provision. However on the day of the inspection, the manager and deputy were absent and although a suitably qualified person was present, they could not readily locate some documentation which is needed to support the children's welfare and safety. The majority of records are maintained to a good standard, such as accident records, however, the nursery has not requested written parental permission to seek emergency medical advice or treatment. This means that children's welfare is at risk due to the lack of appropriate records. Risk assessments are thorough and of a good quality; these include the required annual risk assessment, daily checks and specific risk assessments for individual trips. This means that children are protected from harm in the nursery and on outings.

The environment is stimulating, well-organised and conducive to learning, for example, in the role play area. Children's work adorns the walls and a poster welcomes them in different languages. Inside and outdoors, resources are well-organised and this means children independently explore and find out about the six areas of learning. Play materials are stimulating and suitable for their developmental stage and children learn to respect resources and minimise their waste.

The nursery provides a service that is inclusive for all children. Staff readily adapt routines and activities so all children can take part. Children with special educational needs and/or disabilities are well supported because staff understand their needs and work closely with their parents and other agencies. This means children make good progress in relation to their starting points. Children have plenty of opportunities to learn about the diverse world in which they live. They see positive images of people's differences through posters, books and resources. During Chinese New Year and on Jewish festivals, they make and taste food from other cultures.

The nursery works well in partnership with parents and carers. Prior to a child starting, staff visit their home and parents contribute to their child's starting points in a special booklet. Parents have good information about the nursery, such as a welcome pack and regular newsletters. Parents are welcome to talk with the staff at any time and have regular evenings when they see the progress and achievements of their children. Parents' and children's views are sought in questionnaires. They indicate they are very happy with the nursery and value a number of features, such as a warm, welcoming atmosphere and approachable staff who go way beyond their job description. The nursery works alongside other settings and agencies, for example, when a child transfers to school, they work

together to ease the transition. This makes a positive contribution to the children's well-being.

The manager and staff are enthusiastic and motivated to improve the nursery. Their self-evaluation shows a good, realistic understanding of their strengths and areas for future development that will promote outcomes for the children. Since the last inspection, the nursery has improved in a number of ways. These include an enhanced outdoor play area and more opportunities for children to use interactive equipment to help them develop an understanding of Information and Communication Technology (ICT).

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

Children are happy and confident at the nursery. They are treated as individuals, feel valued and make good progress. This is because staff take time to understand their needs and have a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage framework. Planning is a strength; in particular, the individual development plans and observational assessments for each child. These positive features mean children are enthusiastic about the activities because they reflect their interests and level of development. Learning journals are informative and demonstrate that children progress in the six areas of learning. Staff interaction makes a strong contribution to the children's learning. When they choose a programmable toy, the adult encourages them to talk about the features on the map and to count the number of squares as they move forward. Role play activities are a strength of the nursery. Children are very enthusiastic and show good levels of communication and negotiation as they play alongside their peers, for example, when they adapt the cash register to use as the controls on the speedboat for their drive to Disneyland. Staff support children as they choose where they wish to play. This means they enjoy painting and water play in the outside area. Children's literacy skills are developing well and they listen with enthusiasm when they read a story to each other. They show an interest in singing activities and enthusiastically play their own musical instrument as they sing 'Old MacDonald had a farm'.

Children show they feel safe and secure in the nursery. On arrival, they confidently select the area and activity of their choice and approach the staff for help if needed. Children behave very well in the nursery and are polite and respectful to each other. Staff encourage good manners and children respond well and often say 'excuse me', 'please' and 'thank you'. Staff praise and encourage the children and this means they develop a positive attitude. Children demonstrate they are beginning to learn about sharing and taking turns. During role play, they confidently use the sand timer to indicate when it is their turn. The nursery helps children to learn about diversity, for example, they look at and discuss books about other cultures and disabilities.

Children enjoy their play in a safe and secure environment. The nursery has a number of safety precautions and procedures in place. These include a written evacuation procedure, a record of fire drills and guidance if a child is uncollected.

The good organisation of the play areas allows children to make their own decisions about their preferred resources, for example, they confidently select puzzles and games from the shelves. Staff help children to learn about keeping safe, such as how to carry chairs in a suitable way.

Children begin to learn about a healthy lifestyle. They independently wash their hands before eating food. The nursery is aware of dietary needs and provides healthy snacks, such as fresh fruit and bread sticks. Children show confidence as they select and pour their drink of milk or water. Children engage in a range of physical activities and enjoy plenty of fresh air. Outdoors, they take part in obstacle courses and test their skills on the climbing frame. Children develop fine motor skills as they confidently use the implements on the malleable play table.

Children's progress in communicating, literacy and ICT are developing well. They are keen and proficient as they operate a range of equipment, such as tills, timers, programmable toys and story phones. The nursery encourages children to find out about the wider world and local community, for example, they visit a hotel and farm. This means children are beginning to learn about different aspects of the society and environment in which they live.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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	2
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	2

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