



Moira House Holiday Club and Nursery

Inspection report for early years provision

Unique Reference Number EY306028

Inspection date 29 November 2005

Inspector Alison Weaver

Setting Address Moira House School, 42-44 Carlisle Road, Eastbourne, East Sussex, BN20 7TE

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Type of inspection Integrated

Type of care Full day care, Out of School 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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Moira House Nursery and Holiday Club registered in 2005. The nursery operates from a self-contained unit on the ground floor of Moira House Junior School in Eastbourne, close to the seafront and the Downs. The unit consists of 3 play rooms, toilets, office and a kitchen area. The holiday club operates from 4 classrooms in the junior school.

A maximum of 20 children may attend the nursery at any one time and 40 children

may attend the holiday club. The nursery opens 5 days a week during school term times. Sessions are from 08.30 until 15.30, with the opportunity to stay till 17.30 in the after school club. The holiday club operates on week days in school holidays from 09.00 until 16.00 for children aged 5 to 12 years. All children in the holiday club and nursery share access to several outdoor play areas as well as other facilities such as the swimming pool, sports halls and dance halls.

There are currently 21 children from 2 to under 5 years on the nursery roll. Of these, 14 children receive funding for nursery education. Children come from a wide catchment area. The setting supports children with special educational needs and also supports children who speak English as an additional language.

The setting employs 4 nursery staff. All of these staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through everyday routines including brushing their teeth after lunch. As the children play and carry out activities, they regularly discuss how to stay healthy. For example, at registration time they talk about the need to wash hands before eating. The procedures carried out consistently by staff ensure good overall levels of hygiene and help prevent the spread of infection.

Children benefit from a healthy and balanced diet. They enjoy a varied menu and parents are kept informed about what their child has eaten. Staff ensure that account is taken of children's individual dietary needs. This means that children remain healthy as they only eat appropriate foods. The lack of a planned menu in advance makes it more difficult for staff to decide on a suitable meal for a child with allergies. The use of topics on healthy eating successfully reinforces children's understanding of eating well. The readily available drinks ensure that children do not become dehydrated. Good storage of packed lunches in the holiday club helps food stay fresh for the children.

The children enjoy regular opportunities where they gain and develop physical skills such as balancing, climbing and jumping. They show good co-ordination, moving confidently and safely. They have fun exploring different ways of moving using their bodies on a very good range of outdoor equipment. They also have regular opportunities to experience swimming and dancing activities. Their fine motor skills develop well as they use a wide variety of tools and equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a secure and generally well-organised environment. The setting

is warm, welcoming and child-friendly. The building is generally well maintained but some areas need attention. For example, paint is peeling off some of the walls. The outdoor area is checked regularly to ensure that it is safe for children to use. Nursery and holiday club staff have a good overall awareness of how to keep children safe and risk assessments are carried out by the school. As a result children play and move around the setting safely. The effective use of a detailed risk assessment ensures all children stay safe on outings.

Children learn to keep themselves safe as staff explain to them about safety issues such as when walking to another area of the school site. They enjoy playing with a wide range of good quality equipment that is appropriate to their age and stage of development. Some of the storage used allows children to have independence in safely choosing toys and equipment without adult help.

The provision has the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. For example, staff have a good knowledge of child protection procedures and know how to act if they suspect a child is being abused. They are less clear about the procedures if an allegation was made against them.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and settle quickly into the child-friendly environment. They enjoy their time in the setting and are interested in the activities available. Children choose from a good range of toys and resources. Staff use the different activity rooms to create a variety of learning experiences for the children. They have opportunities to take part in quiet and active play. They spend time concentrating on self-chosen activities and are well motivated. Children enjoy group activities and join in enthusiastically.

Children relate well to staff and to each other. All children enjoy plenty of opportunities to develop their social skills. They confidently approach staff for support indicating good trusting relationships are built. Staff are caring and friendly, giving lots of praise and encouragement. They talk to the children about what they are doing and respond to their interests. Staff value children's contributions and display their work well.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards all the early learning goals due to the broad and balanced curriculum provided. The plans show clear links to the stepping stones and activities have specified learning intentions to ensure children gain from the sessions. Staff are developing the use of observations to inform the children's assessment records. As yet, this is not fully implemented to ensure that staff can identify children's stage of learning and plan the next steps for each child. Although some written plans do not clearly show how to adjust activities to cater for children's individual needs, the groups of children are small and staff know them well. The staff ensure that they challenge and support the

individual children when carrying out activities.

Staff generally interact effectively with children to support their learning. They use good questioning techniques at focus activities to encourage children to think about what they do. There is less effective adult interaction and support during free play and when children are outdoors. This results in missed opportunities to extend children's play and encourage them to try new experiences.

Children's independence is promoted effectively and is a strong area in the setting. The children register themselves when they arrive at the setting. They see to their own personal needs, such as going to the toilet and getting a drink. A lot of the storage is low, which enables children to make their own choices of activities. Children show care for others as they help their friends put on their coats and slippers. They readily help staff find resources for activities.

Children speak very confidently at group times. They express their ideas and experiences well, using good vocabulary. They enjoy books and stories together. Children enjoy rhymes and use them in their play. They regularly practice mark making, experiencing writing for different purposes. Many children write their names and simple words with skill. They learn to recognise letter sounds and the print rich environment promotes word recognition. Children listen well to staff and peers.

Children count confidently and regularly enjoy number activities. Most children can recognise numerals. They explore measuring and weighing. Children learn to recognise simple shapes in the environment and make pictures using 2-D shapes.

Children enjoy investigating using their senses as they explore a very good variety of different materials and objects, both natural and man-made. They explore simple science, for example when they play in the 'dark room'. They confidently use different forms of technology and have fun using the interactive white board. They find out about the wider world through topics such as festivals and 'People who help us'. They use a good range of tools competently as they create models, collages and pictures.

Children enjoy music activities and respond enthusiastically during singing sessions. Children often spontaneously break into song whilst playing. For example, when going outside a child starts a song, which encourages others to join in. They have fun as they play musical instruments and create different sounds. The role play and dressing up activities are well used by the children. Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences.

Helping children make a positive contribution

The provision is good.

Staff value children as individuals and meet their needs well. Children from a variety of backgrounds are welcome in the setting and staff acknowledge and respect differences. However, there is insufficient information obtained on the registration forms to ensure that staff have all the necessary details about a child's background in

order that the right support is given. The setting has appropriate procedures in place to care for children with special educational needs. Staff give these children the necessary support and care.

Staff ensure that children have access to some resources that represent the wider community. These resources and the planned topics help children develop a positive attitude to others and learn about the world around them. Children learn about their friends' home lives as parents share their traditions and customs with the group.

Children behave well and respond positively to staff. Praise and encouragement makes children feel good about themselves. Children learn about appropriate behaviour through the calm intervention and explanation by staff. They learn to play together happily. Staff are good role models, teaching children to share and show concern for others. Spiritual, moral, social, and cultural development is fostered.

Partnership with parents is satisfactory. Parents and staff work well together informally. They receive regular newsletters about the group and have the opportunity to share their views on the parents' questionnaires. Staff give daily verbal feedback about the child's day. The regular parents consultations keep parents informed about their child's progress although currently there are few formal records available for them to see. Staff do not make full use of the assessment profiles with the parents to encourage them to share their observations about how their child is developing.

Parents receive limited information about the Foundation Stage. They have access to the curriculum plans on the notice board but these lack helpful explanation for parents to ensure they are fully aware of what children are learning. There are few opportunities provided for parents to continue to extend activities and support the children at home.

Organisation

The organisation is satisfactory.

Good levels of staffing are in place to ensure children are supervised appropriately. The key worker system works effectively. The recruitment procedure is generally good but lacks a thorough health check for new staff. This potentially could put children at risk. The organisation of the staff files is weak.

The staff receive a satisfactory induction so that they know how to organise their day and care for the children. Most of the policies and procedures clearly reflect the practices of the nursery but some are not specific to the setting. The holiday club policies are clear, giving helpful information to staff and parents. The majority of the legally required documentation, which contributes to children's health, safety and wellbeing, is in place. There are weaknesses in the records relating to accidents and the administration of medication. The records of attendance of staff and children in both the holiday club and the nursery also lack the necessary detail.

Leadership and management are good. The staff are committed to continuous improvement and development of the educational programme to ensure that children

benefit from attending the setting. They work closely with the school staff to review their plans and assessment systems. The regular appraisals support staff in their roles and help them develop as individuals. Ongoing training is actively encouraged and promoted. This provides further support for staff and helps to ensure they keep up to date with childcare practices. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last nursery education inspection the setting has improved the planning to include some differentiation based on observations and assessments. This is an area that the setting is still developing to ensure that all children are suitably challenged. The setting carries out some monitoring and evaluating of the educational provision but this is still ongoing.

Complaints since the last inspection

There are no complaints to report. 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- carry out the appropriate checks on staff to ensure they are suitable to work with children, including health checks
- improve the documentation with particular regard to the record of attendance of staff and children, the medication records, and some policies.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the level of adult support at free play activities to maximise children's learning and enjoyment
- continue to develop and implement the observation and assessment systems to ensure all children make progress towards the early learning goals.

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