

Denton Island Nursery

Inspection report for early years provision

Unique reference number EY279429
Inspection date 28/10/2009
Inspector Chris Mackinnon

Setting address Denton Island, Newhaven, East Sussex, BN9 9NB

Telephone number 01273 515125
Email katy@ncda.org.uk
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The day care setting is located within Denton Island Children & Family Centre and was first registered in 2004. The setting is easily accessible and the childcare is provided in one wing of the centre, comprising a main care area with smaller rooms off, and access to an enclosed deck and garden area for outdoor activities. The setting is open each weekday for 50 weeks of the year from 08.00 to 18.00. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 66 children aged up to eight years may attend, with up to 66 children in the early years age group, and no more than 30 under two years. The setting currently has 91 children on roll, and all are in the early years age group. The setting receives funding for nursery education. The centre manager is the registered person, and is supported by a management team which includes the day care manager, several key-person staff and a qualified teacher. Overall, there are 11 staff who work directly with the children, and nearly all have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a good knowledge of individual children, and effectively support children's care and welfare needs. Children enjoy their play and can explore resources easily, in a spacious and well prepared play and learning environment, including much outdoor play. A well planned range of activities is presented to encourage children's achievement, and children successfully learn and make progress. The setting uses well organised policies and procedures to ensure children's safety, and close links are established with parents and carers to maintain children's development. Staff make good use of self-evaluation and have a strong capacity to improve and develop their practice.

What steps need to be taken to improve provision further?

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

- develop and widen staff confidence in extending and supporting children's learning

The effectiveness of leadership and management of the early years provision

The setting staff work together effectively and are clearly aware of their roles and responsibilities. The staff team are also supported in their delivery of the learning programme by a trained teacher and early years practitioner. The level of staff training is high, with almost all staff qualified and a number of staff also completing early years training. The younger children's section has a fully qualified member of staff in charge, and an effective key person system has also been

established, to support and maintain individual children's progress. Safeguarding and procedures to protect children from harm are effectively organised within the nursery. Staff are well trained and have a high level of safeguarding awareness. Children's security and safety is consistently monitored and staff and key persons make sure individual children's care needs are met and promoted.

The setting has some notable strengths within the care practice, particularly with the presentation of a well planned learning programme. Another strength is the provision of a well organised and attractive learning environment, that effectively stimulates and encourages children's learning, and includes frequent outdoor activities. Staff are confident in their ability to engage and challenge the children, and staff key persons work effectively to support individual children's achievement, and widen their play experiences. Children are able to create and adapt their play and learning, through access to a wide range of play materials and resources, all well presented to enable learning and support their interests. The staff team are inclusive in their practice, providing support for children over a range of ages. Children also gain a sound understanding of diversity and a positive awareness of other cultures is reflected within the play programme.

The setting demonstrates a strong commitment to improvement, by the way it has responded to previous recommendations, concerning the organisation of learning and the assessment of children's progress. Staff have also recently made improvements to the play environment, and the management team are now following a clear and well organised long term development plan. Staff also demonstrate a definite confidence in the methods they use to evaluate the play and learning, and the successful completion of the Ofsted self-evaluation document provides a detailed guide to further improvement and reflective practice within the setting.

The day care setting is contained within a Children's Centre and staff work closely with parents and other carers to establish supportive relationships to foster children's welfare and learning. Staff key persons take care to know the family backgrounds of the children in their care, and through regular and organised meetings, parents can see how their children develop and progress. Children's individual staff key persons, are also clearly identified to parents, to encourage contact and the exchange of information. The setting has a strong community awareness and takes note of each family's range of needs, and how best to support local parents and carers.

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

The setting is well organised and well prepared to help children achieve and enjoy their learning. Staff make effective use of the Early Years Foundation Stage principles, and provide an enabling environment, and a planning programme of learning. Staff also use information on individual children's development and interests, to generate a wide range of stimulating activities. In all the children's play areas, the six learning goals are well explored, particularly during role play and tactile play, both indoors and on the setting's outdoor covered deck area.

Children particularly enjoy their own child led activities, where they can invent journeys and talk about where they have been, which shows good use of words and ideas. Children's language and literacy is also well supported with group activities. For example, during the speckled frog song, children learn about colours and take turns to count the remaining frogs. Children also enjoy a wide range of activities that provide opportunities for learning how to reason and solve problems. For example, children make much good use of assembly sets, to build towers and learn how parts fit together.

The observation and assessment of children is also effectively organised. Staff key persons monitor their children's progress and keep clearly organised written records for each child. Children's achievements are well described, and photos are also used to provide clear evidence of children's involvement in activities. The written assessments are then effectively used to inform the activity planning, and to establish a clear picture of each child's development and ways forward with their learning. Throughout the setting, children's progress with learning is effectively supported, and staff show skill and ability in encouraging individual children. However, the overall consistency of staff confidence with extending learning, is a noted area for improvement within the staff team.

Children are effectively encouraged to feel safe within the setting. Staff key persons take care to ensure children are made welcome and close links are established. From an early age, or from commencement, children's learning journeys are consistently monitored and recorded, to support their sense of belonging. Staff also follow clear procedures and are well organised to maintain children's sense of security. The nursery also has many well organised and effective safety measures in place, including clear and detailed risk assessments and daily checks of the play environment. Staff successfully promote children's healthy growth and development. Children at the setting benefit from having healthy foods and snacks, and a range of healthy meals and food choices are available for the children at meal times. Staff also successfully promote children's awareness of healthy eating and provide activities where children can experience different food tastes. Frequent opportunities for physical play also promotes children's healthy growth and development. For example, children greatly enjoy dancing and moving to music, particularly with staff actively involved and joining in. The setting's well prepared learning environment, and frequent outdoor play, also successfully supports children's understanding of nature and the seasons, and promotes their awareness of the world around them.

Staff are able to manage children's behaviour effectively, and children are successfully encouraged to share and help each other. During group times and other activities, children are encouraged to get to know one another and learn how to play together. Also during snack times and role play activities, children are successfully encouraged to take turns and be aware of those around them. For example, a small group of children demonstrated good sharing and inventive play, climbing in and out of a large box, and pretending to be posted to the seaside. Staff key persons also take care to ensure parents know about their children's enjoyment of their learning, and how their personal and social development is progressing.

The day care setting provides a good range of attractive and engaging play and learning activities to effectively support children's future skills. The organised activities are well planned to consider the ages and abilities of the children attending. For example, the younger children greatly enjoy exploring tactile toys and resources and have play that greatly supports their physical development. Older children benefit from a good range of activities designed to challenge their thinking and encourage their creative development. Children's confidence with using a range of tools is also evident within the setting. Staff provide many opportunities for children to learn about cutting, sticking and combining materials, which supports their practical skills and learning.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met