

The Nursery School

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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 Nursery School was registered in 2001. It is privately run and operates from a church hall in Crowborough, East Sussex. The nursery has the use of three rooms and all children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 08:30am to 3.00pm during term time only.

A maximum of 40 children may attend the nursery at any one time and the nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 64 children aged from two to under five years on roll. Of these, 32 children receive funding for the provision of free early education. Children attend for a variety of sessions. The nursery school supports children with special educational needs and/or disabilities and supports children who speak languages other than English.

There are 10 staff who work with the children and of these, five staff hold appropriate early years qualifications and two staff are in training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery meets the needs of all of the children; they promote their welfare and learning and development needs to a good standard. Children are active learners, who play well together. They benefit from caring staff who know them well. Relationships are warm and positive so that all children feel secure and develop confidence and independence within the nursery environment. The senior management lead and, along with their staff team, promote a positive commitment to continuous improvement. They have identified priorities for improvement and this increases the opportunities for children to make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- develop the opportunities for children to increase their knowledge and understanding of the world around them
- develop the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- further develop the key person system and systems for assessment to support every individual child's care and learning and development

The effectiveness of leadership and management of the early years provision

Children are safeguarded because effective policies are in place to help protect the children's welfare. Risk assessments, good maintenance of documentation and clear procedures also help contribute towards keeping children safe. Safeguarding responsibilities are fully understood; staff are clear about the signs and symptoms that may indicate abuse and the procedures to be followed should concerns arise. They ensure a high ratio of staff work each day to support the children and meet their needs appropriately. Thorough recruitment and vetting procedures ensure that all adults working with the children are suitable to do so. A key person system is in operation, where staff know their children well. However, it is not always used to its full potential to help settle new children and provide very individual care so that every child is fully acknowledged as unique. Staff work and communicate effectively with each other; this means that the day runs smoothly and children are well cared for. They meet regularly to evaluate and reflect on their practice as well as monitoring the quality of outcomes for children. The physical environment is well organised, with plenty of space for children to play and move around freely. A good range of equipment is available to support the children's play and learning needs across all key areas of development. It is well maintained and organised to increase free choice for children as they make their own decisions about what they play with.

Staff forge good relationships with parents and ensure they are kept informed about events happening in the nursery through the website and regular newsletters. A good amount of information is provided on the notice boards in the entrance area, including details about the planning in both the long and short term. Less regular information is provided for them about their own children's next steps for learning. This rather limits how they are able to be practically involved in helping their children consolidate their learning and make good progress. Parents are invited to share their views about the nursery; they comment very positively about the care their children receive. Staff have a positive commitment towards equality, diversity and inclusion. This is because they work collaboratively with parents and external agencies, such as special educational needs services and translation support, to benefit the children and their families. They find out about children's culture, religion and languages spoken to enable them to provide appropriate support and value each child's uniqueness. Staff endeavour to learn basic words of children's first and/or other languages, as well as using visual aids to assist them with communication.

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

Children feel happy and secure in the nursery environment because they are able to establish warm, trusting relationships with each other and the staff. They enjoy periods of free play as well as adult-led activities and group times; each child is supported appropriately to ensure they feel they belong and are well cared for. The teaching is good. Staff have a secure knowledge and understanding of the

areas of learning of the Early Years Foundation Stage (EYFS) and how to challenge and adapt activities to help children gain new skills. They act as friendly positive role models, listen to children's views and experiences, as well as encouraging their communication and language skills through open-ended questioning.

Children's spontaneous ideas are acted upon, resulting in everyone having plenty of fun. For example, children set up their own make-believe bus, complete with a driver, tickets and a destination. They take turns being the driver, bouncing ideas off each other about the journey to extend the activity further. Staff support this play very well, with encouragement and further ideas to challenge the children's thinking. There is a structure to the day, with overarching themes forming the basis of planning. An interesting and varied range of activities, both in and outdoors help them progress towards the early learning goals of the EYFS, though less emphasis is given to helping children learn about communities as part of their developing knowledge and understanding of the world. Topic work and practical activities arouse children's natural curiosity and develops their exploration and investigation skills. Such activities include learning about nature by investigating a caterpillar and its eggs on a cabbage that a member of staff has brought in from home. Children take pleasure in listening to stories read as part of a group time. They enjoy mark making, all kinds of art and craft, as well as cooking and engaging in physical play where they manoeuvre themselves through an obstacle course set up indoors. Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs. Overall they are learning and developing important skills for the future regarding technology, numeracy and literacy. Children's next steps for learning feed into the daily plans to help them extend their learning further. These are established through regular observation and assessment by their key person. Some children's learning journals are less well maintained than others; this has some impact on how their individual needs are supported.

Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. They are encouraged to learn about keeping safe as they consider and recognise potential risks and dangers through role-play, topics and stories, as well as visits by the emergency services. Children feel safe as staff form caring relationships with them; they form strong attachments to adults and other children within the nursery. This helps build positive relationships where everyone is valued and treated with respect. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and learn about right and wrong. The children display good behaviour and clearly understand the basic golden rules of the nursery. The children are polite, well behaved and are developing important social skills. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves in a healthy environment. Snack and lunch times are social occasions when children sit and chat with their friends and staff. They learn about healthy eating as they have snacks of fresh fruit and pour their own drinks of milk and water. Staff deal with any accidents appropriately as they have had first aid training and follow correct procedures when administering medication to safeguard the children. Overall the outcomes for children are good because they are able to learn to be active, inquisitive individuals in a safe and secure environment.

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