

JHM (Holy Cross) Nursery Ltd

Inspection report for early years provision

Unique reference number

EY235557

Inspection date

08/12/2009

Inspector

Eira Gill

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

JHM Holy Cross Nursery is privately owned and was registered in 2002. It occupies a suite of rooms within Holy Cross Primary School in Uckfield, East Sussex. The accommodation consists of two main playrooms with a generous entrance hall plus a small kitchen. Each of the playrooms has its own toilet accommodation. There are two secure, enclosed outdoor play areas. There is full disabled access and links with the host school. The nursery caters for children who speak English as an additional language and those who have special educational needs and/or disabilities.

The nursery is open each week day from 7.30am to 6pm for 48 weeks of the year. The nursery also operates an Out of school club and Holiday Playscheme.

A maximum of 40 children from two years to under eight may attend at any one time. Of these, not more than 40 may be in the early years age group and not more than 16 may be over five years. There are currently 65 children aged from two to under five years on roll in the nursery. Of these, 41 children receive funding for early education. There are 13 children on roll who are under three years.

The nursery is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are 11 members of staff including the manager/owner. The manager has a degree in early years education, four members of staff have a National Vocational Qualification at level 3, two have level 2 and one has begun a level 2 course. One other assistant has a degree in history.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Provision is satisfactory. The unique needs and interests of all groups of children are taken into consideration by the manager and members of staff, and responded to appropriately. The children are very happy and well behaved. There are good links with parents and childminders. The capacity of the nursery to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- to further improve provision, the registered person should ensure that regular risk assessments, both of the setting and when organising outings, record when and by whom they have been checked. (suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)
- 08/01/2010

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

- further improve provision, the registered person should establish better organised tidying up routines and improve storage facilities to ensure that all worktops and sink areas in both play rooms are free from clutter.

The effectiveness of leadership and management of the early years provision

The manager and her team work well together, and consider the needs of all groups of children appropriately. The manager recently introduced 'Home Link Books' to ensure all parents have a better understanding of the progress their children make. Parents and childminders have reacted well and enjoy sharing the books with their children. Short accounts are written of what the children enjoyed or how they progressed during the day. Parents are encouraged to write comments and to carry out similar activities. One writes, 'You have encouraged my child to read books with me.' Another parent said, 'Now he brings his book home he is far more eager to come into the nursery. He loves bringing it home in the special satchel.'

The notes made in the link books indicate what children have learned and what they need to learn next. Although the next steps in the children's learning have not yet been formalised in the planning process, the manager ensures that children's interests are included. The manager has made a cautious start on the formal self-evaluation form. Appraisal systems have just been put into place and staff members have been requested to complete forms to indicate their achievements as well as their strengths or weaknesses.

Links with the school are good. The manager is encouraged to use rooms in the school if she needs to meet a visitor quietly. Staff members and children are welcome to join whole school events, such as the Christmas celebrations. Teachers visit the nursery to get to know the children they will be receiving, and children visit the school and become familiar with the layout. Teachers, as well as head teachers, from other schools the children will be transferring to also visit. The manager finds the local early years team very helpful.

Staff members are carefully vetted and alert to health and safety issues. Policies and procedures are updated appropriately although risk assessments carried out both within the setting and when children are taken on outings do not fully meet requirements. They are not signed or dated. There is no daily maintenance book to record that checks of the environment have been made on a regular basis.

Equipment and accommodation are safe and used satisfactorily to ensure children can explore freely. However, a few of the worktops in both play rooms are cluttered with items that are not stored appropriately. Used containers and paint brushes fill up the sinks. This was an aspect indicated for improvement in the last inspection report.

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

Children are keen to take part in the activities offered in this welcoming environment and their welfare is promoted appropriately. As they arrive in the Breakfast Club they soon become engrossed in play or enjoy a nutritious breakfast. The youngest children are able to butter their own toast. Another child helped the assistant to find the name cards of the children who were expected to arrive that morning. She was very patient and he enjoyed the task and felt proud of his achievement. Often, the older boys and girls are kind and helpful and work with the youngest children to construct with Lego or to play imaginary games exploring the castle with its knights and horses. Their behaviour is excellent.

The very youngest children in the nursery play in their own large room which is very secure. Their outdoor playing area is well equipped with a variety of items hanging on the fence which they bang to make music. Children fill up different sized containers with water and learn about capacity. They enjoy riding the wheeled vehicles and improve their physical skills. Children have been given opportunities to grow seeds and to watch the plants emerge from the soil. They are happy and confident.

Children of all ages in the nursery are developing a sound knowledge base. They can recognise their names on the tables while staff members prepare their healthy snacks. They learn how to be healthy and understand the importance of washing their hands before snack time and lunch. They are developing good speaking and listening skills because opportunities are used well by most staff to develop language and extend vocabulary. A group of boys enjoyed being in the kitchen play area laying the table and 'cooking' their dinner. Children in all groups and from different backgrounds make reasonable progress overall and this will help them in the next stage of their education.

The separate outdoor environment for the older children in the nursery provides well their physical ability. There are plenty of wheeled toys and bicycles. Wet weather gear is available if it is raining. Children use this area with confidence. They learn about taking turns and how to be generous to their friends. They understand the rules of the group and how to be safe when they put on their cycling helmets. They enjoy using plastic hammers and pretend to bang nails in the shed. They contribute well to the nursery by helping to tidy up all the different toys and equipment they have been using.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 08/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 08/01/2010