

Robins Nursery School Limited

Inspection report for early years provision

Unique reference number EY395388
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Inspector Daphne Prescott

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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

Robins Nursery is a privately run nursery which was registered in 2005 and re-registered at the current premises in 2009. The nursery runs from a room within the church in Hove, East Sussex. Access to the premises is via the church entrance with steps leading to the basement. Children are located in one main play room; they also have access to a secure, enclosed, outdoor play area.

A maximum of 22 children may attend at any one time. The nursery is open five days a week between 8:30am to 3:30pm, Monday to Friday, term time only. There are currently 42 children on roll, children attend different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven staff including the manager, of these, five staff hold appropriate early years qualifications. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an excellent range of activities to help children learn through their play. They thoroughly enjoy their activities and achieve very well, because staff are excellent at promoting the children's welfare. Children are very interested and well motivated, because staff treat them with warmth and respect in a safe and secure environment. Staff recognise every child's personal needs, ensuring these are fully incorporated into the daily programme, promoting inclusive practice. Strong links have been developed with parents, which helps involve them in their children's care and education. Excellent leadership and management helps build effective team working and all staff contribute to the ongoing development of the service. They constantly reflect and self-evaluate the provision they provide, incorporating the views of all parents and children using the nursery, enabling them to continue to develop and improve the excellent quality of service available.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to enhance the current systems to share children's progress with parents.

The effectiveness of leadership and management of the early years provision

The children's welfare and safety is a high priority to all staff. They have an excellent understanding of health and safety issues. Records are well maintained and the excellent practice within the nursery is supported by a wide range of written policies and procedures. These are regularly reviewed, by the manager and staff and are readily available for parents. Detailed risk assessments are conducted regularly to keep children safe and rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with the children. Staff are vigilant in supervising children to ensure they remain safe in their indoor and outdoor environments. The nursery is kept very secure and the procedures for arrival and departure ensure children are handed over safely to a known adult. The manager and staff fully understand their responsibility to safeguard children from harm and know how to make a referral if concerns arise.

The warm welcoming indoor environment is organised extremely well to ensure children have free access to many resources. There is a wide range of toys and resources available throughout the nursery, to allow children to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world. The manager and staff actively promote equality and diversity and children are fully integrated into the nursery environment. Staff actively engage with all children and support their learning well through their free play, or through adult directed activities. The staff team develop close relationships with a wide range of outside agencies and children's parents and carers. This ensures all children with special educational needs and/or disabilities and those with English as an additional language are fully supported and enjoy continuity of care and learning. For example, they use visual sequencing cards to assist with communication skills and sign language.

Partnerships with parents is excellent and they are welcomed into the setting every day. Staff are available on a daily basis to discuss what the children have been doing. Parents are also welcomed into the nursery to share their skills and knowledge to support children's learning, and are encouraged to be involved in the assessment of their child's progress. This is an area that the manager is continuing to further develop to ensure that all parents have the opportunity to discuss their child's progress. Parents are kept fully informed of nursery events and receive comprehensive newsletters and information is also shared through informal discussions and the parents' notice board. There are effective systems for sharing information with other settings that children may also attend to support their welfare and development. Parents are very happy and pleased with the setting and know their children enjoy their day.

The manager provides an excellent lead to the work of the nursery. The staff regularly attend meetings and training and the professional appraisal of staff is carried out annually. Excellent self-evaluation systems ensure that the views of staff, parents and children are taken into consideration when planning activities and identifying areas for improvement. The manager and staff have high

expectations about securing improvement and regularly monitor activities and set targets. For example, an area for development is to improve children's independent access to communication technology.

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

Children thoroughly enjoy being cared for in a bright, stimulating and inclusive environment. They are very keen to come to nursery and quickly settle and eagerly take part in a lovely range of activities. Children have excellent relationships with staff. The staff team are on hand to support and encourage learning during play; they interact well with children building on what they know and can do. Children behave very well, because staff act as very good role models and encourage children to be kind and caring towards each other. Children see nursery rules displayed in the play room and use good manners as they speak to each other and adults. Staff are very good at offering consistent praise and support, which raises children's confidence and self-esteem. Children are developing excellent life skills as they learn to share and take turns at activities.

Children have wonderful opportunities to learn and achieve very well across all areas of learning. They really enjoy learning through play and especially benefit from excellent learning experiences based on their individual needs and interests. This ensures that children remain engaged in what they are doing. The whole staff team, but particularly the key persons, come to know the children well through discussion with parents and continual observations and assessments. Many of these observations are recorded and used to inform planning and guide more focused activities. Staff also offer activities to the children based on a range of themes throughout the year. Furthermore, acknowledgment of festivals such as Diwali and Christmas bring enrichment to their learning. Communication, language and literacy is fostered extremely well in the nursery. Children are encouraged to talk and communicate, both on a one to one basis and in whole group situations. Through the good support of staff, children feel increasingly confident to do this. Children have free access to a wide range of books in a lovely, quiet, comfortable area which encourages children to look at and enjoy them. They regularly enjoy books alone or with staff who sit and read to them in small and large groups. For example, they listen intently to stories and join in with familiar text, as staff read a favourite story. Children have a wonderful time developing their creativity and are provided with excellent opportunities through creative activities, singing and action rhymes and playing musical instruments. Music, dance, rhymes and songs also play a key role in their language development. Children have a brilliant time as they tunefully sing a variety of songs; dress up as cats as they role play the jazz band in the story of 'The Aristocats' during their music session. There are always mark-making materials readily accessible for children to practise skills for writing. They thoroughly enjoy drawing and writing letters and posting them in the post box. Children learn about number and shape through games, puzzles, and everyday activities. They practise early calculation through counting everyday objects. Children take an increasingly active role with tasks, assisting with clearing up after their play, and finding their own name card as they self register when they arrive. They learn about the world they live in as they develop their

knowledge of recycling as staff involved children in recycling activities and involve parents to continue this at home. All children have opportunities to learn about information technology and learn how to operate simple programmes.

Children develop excellent knowledge of how to keep themselves safe and healthy. They are taught to keep themselves and others safe. Children know, for example, to hold the hand rail as they walk up and down the stairs and to sit nicely on their chairs. They understand the importance of listening carefully to instructions and know how to react when they practise the emergency evacuation procedures. Children are provided with healthy snacks and learn positive routines of hygiene. They learn why they need to wash their hands before they eat and are helped to do so by staff. Physical activity is part of the setting's policy to promote a healthy lifestyle with children. Daily access to the interesting outdoor area provides opportunities for children to be active and understand the benefits of physical activity. Children are able to run around in the fresh air and enjoy a wide range of activities, which also includes planting and growing of vegetables and flowers.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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