

The Angmering Day Nursery @ Hove

Inspection report for early years provision

Unique reference number

EY393653

Inspection date

24/02/2010

Inspector

Jill Steer

Setting address

22 Connaught Road, HOVE, East Sussex, BN3 3WB

Telephone number

01903779324

Email

info@angmeringdaynursery.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

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

The Angmering Day Nursery @ Hove is one of two privately run nurseries. It opened in 2009 and operates from a converted house in Hove and is situated in a residential area, close to shops, parks and schools. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. A maximum of 35 children may attend the nursery at any one time and there are currently 52 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are eight members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 3. One member of staff has achieved Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as what they do is based upon their own interests. Staff effectively observe children's individual progress and needs so that each child is well supported. Management have evaluated the setting to establish what they have achieved so far and identify appropriate areas for future improvements to maintain the high standard of care. Partnership working is valued highly within the setting and with others to ensure children receive good quality care and support for their individual learning and development.

What steps need to be taken to improve provision further?

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

- ensure that the organisation of routines reduce disruption to activities and allow children opportunities for independence

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of the procedures to follow in order to safeguard children. The clear policy and procedure are familiar to them and they are confident about recognising signs and symptoms and reporting their concerns. All other required policies are in place and are linked to the five outcomes and the Statutory Framework for the Early Years Foundation Stage. These are available in the parents' room which ensures they are informed about the underpinning principles of the care provided to their children. All members of staff are well qualified and experienced childcare practitioners. They work together as a

supportive team, acknowledging each others relationships and responsibilities such as their key worker roles. For example, calling upon a key worker to successfully comfort a child when unable to do so themselves, so meeting the child's emotional need. Rigorous systems are in place for recruiting and vetting new staff members to ensure they are suitable to work with children. Ongoing training is encouraged to help develop a knowledgeable staff team. Children's individual and additional learning needs are well met as the setting seeks training for staff and additional support for children as required. Daily checks of the setting and regular, in depth risk assessments, ensure children play in a safe environment.

The management have a clear vision for the future and have identified key areas as priorities for continuing to improve the setting. For example, developing strong partnerships with the parents and carers for continuity of care. Parents receive feedback about the care of the children through various means, from verbal feedback and daily report sheets, to viewing pictures of the children busy at play and regular newsletters. They are invited to view the children's development files regularly to ensure they are well informed and contribute to the children's learning and progress.

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

Children's individual interests contribute significantly to the planning of a worthwhile range of activities. Their confidence grows as they learn their ideas and opinions are valued by the staff. The free flow arrangement within the setting enables children to pursue their chosen activity, wherever their imagination takes them and using all the space available. For example, after choosing to play with the fire engine, following a visit from the fire officer, some children move from the play room to draw a chalk roadway along the corridor for the engine to travel along. They are supported and encouraged by the staff who are nearby, ready to become involved in the games if needed. Children's language development is encouraged well and babies use signing to complement their speech. For example, they sign 'more' and 'please' at snack time. Older children enjoy story sessions, made interesting as staff use varying voice intonations to depict the different characters and feelings. However, these sessions are sometimes disrupted for daily routines such as children going to wash their hands and so missing part of the story. Activities, celebrations and food all help children find out about the world both locally and further a field. Children's creativity is allowed to flourish from an early age. Babies and toddlers skilfully spread glue and stick on sequins, tasting a selection as they go! Whilst the older children's interests influence the content of the role play area which is currently a pirate ship which was instigated from a child's tee shirt. This led to the compilation of treasure maps on which 'X' marks the spot. The setting is organised according to the six areas of learning for both the babies and older children, with observation recording sheets in each. However, children are encouraged to incorporate all areas of learning wherever they are playing, moving the accessible toys and equipment around to support and extend their play. The staff ensure the weekly planning, which is based upon children's individual interests, continuously evolves as children explore, redirect and dictate the course of the activities.

Many opportunities exist for children to become independent. For example, the tissues and waste bins are positioned low down so that even the walking babies happily help themselves to tissues to wipe their noses. Children help to prepare the table for mealtimes, laying out the cutlery and plates, then each child serves themselves their lunch, taking just how much they want. However, babies and toddlers are served by staff, so missing out on an early opportunity for independence. Nutritious food is served which is freshly prepared on the premise, mainly from organic ingredients. Daily outdoor activities further help children to adopt a healthy lifestyle from a young age. Children demonstrate an understanding of keeping themselves safe. For example, when some water is spilled on the floor, one child shows how he can jump over it and another proudly demonstrates he can carefully step over it so they do not slip. Modern technology is made familiar to the children; even the babies sit and press the keys on a laptop computer. Older children readily access their computers and are familiar with the programmes available, as well as using remote control toys which they manoeuvre competently. Children's behaviour is good as staff create a calm atmosphere and an environment of mutual respect.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

