

# 4+ Nursery Class

Inspection report for early years provision

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**Unique reference number**

113340

**Inspection date**

25/01/2010

**Inspector**

Eira Gill

**Setting address**

East Wittering County Primary School, Stocks Lane, East  
Wittering, CHICHESTER, West Sussex, PO20 8NH

**Telephone number**

01243 672208

**Email**

**Type of setting**

Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

4+ Nursery Class is a privately owned setting and has been registered since 1989. The setting is managed by the owner and supports children with special educational needs and/or disabilities.

The setting operates from the Parent Teacher Association hut in the grounds of East Wittering Primary School. Toilet and kitchen facilities are provided within the main school building. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives funding for the children.

Accommodation consists of a reasonably sized playroom that includes a small entrance room which serves as a cloakroom and for storage. The setting has access to all the outdoor play areas within the school grounds as well as a small woodland area. There is no disabled access.

The setting is open each weekday during term times only from 9.00am to 12.00pm. The afternoon sessions operate on Monday, Wednesday and Friday only and begin at 1.00pm until 4.00pm.

A maximum of 22 children aged two to five years may attend the nursery at any one time. There are currently 39 children on roll.

The nursery employs four assistants, including a supervisor. Of these, two have a National Vocational Qualification at level 3 or its equivalent, another has a level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting offers a very welcoming and inclusive service and meets the needs of all groups of children. The systems in place are very effective and ensure that the early years children enjoy a wide range of activities and make good progress. A strong commitment to improvement is evident and the capacity to improve is good. Partnerships with parents and the host school are outstanding.

## What steps need to be taken to improve provision further?

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

- ensure that the regular risk assessments, both of the setting and when organising outings, record when and by whom they have been checked (suitable premises, environment & equipment)
- 01/03/2010

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

- ensure that, at snack time opportunities are not missed for the children to learn about the colours and number of plates, jugs and cups that are on the table

## **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. Staff members are carefully vetted and alert to health and safety issues. Policies and procedures are updated appropriately and there is a comprehensive guide on how to carry out risk assessments. These are carried out regularly both within the setting and when children are taken on outings. However, not all are signed or dated so do not fully meet requirements.

Key workers know their children well. Assessment of children's progress is ongoing and assistants decide, in their planning, the next small steps in learning the children need to make to ensure their good progress. These are recorded in the children's learning journals. Children with special educational needs and/or disabilities are carefully assessed and their needs met sensitively.

The manager, supervisor and assistant use the self-evaluation form purposefully to identify aspects of the setting they know need improving and this is having an impact on the children's good progress. A capital grant to include a toilet suite within the accommodation is being processed and the grant will also cover the cost of renewing the surface around the outside of the building and ensuring disabled access. In addition, planning procedures have been improved and revised by an assistant as part of her professional degree course.

Links with parents and childminders are outstanding. The staff team organise several events annually for parents, grandparents and childminders. Parents from different occupations and backgrounds gladly visit the setting and talk about their jobs or their faith. Assistants and parents write in the Home Link book so that all know exactly what sort of a day the children have had and what they do at home. Parents are most supportive and say, 'It is very family orientated', 'Like a second family – my mind is completely at rest knowing she is well looked after' and, 'I can't fault it'.

Links with the host school and local agencies are highly effective and contribute significantly to the children's good progress. Assistants take children into the school kitchen to cook, to use all the outside play areas and woodland area and to use the hall for games three times a week. The reception class teachers visit regularly, particularly in the summer term and get to know the needs of the children they will be teaching.

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

The manager and members of staff arrive early to prepare the setting for the children's arrival and check the accommodation for any possible risks to the children. Their teamwork is excellent with no time wasted. The children and their parents are greeted warmly. Some parents like to stay and chat to each other or the assistants and watch their children mingle and explore all the resources. There is a close feeling of community and children are confident and happy. The supervisor gathers the children around her and calls their names out for the morning register. She uses the opportunity to encourage their listening and speaking skills. A highly effective short session ensures that these very young children succeed in answering questions about the name of the day and the weather and the sounds the letters make. The children are very lively and enjoy the session. One of the girls knows it is Tuesday and can stick the name of the day on the magnetic board.

There is a wide variety of activities for the children to explore. Children are given support to use different materials to make pretend presents out of paper, ribbon and sparkly things. They enjoyed this activity and persevered with the task of cutting, under careful supervision, and sticking and wrapping. They moved forward well in their personal and physical areas of learning and this will help them to prepare for the next stage of their learning. Other children concentrated on the computer games on the laptop and took turns using the mouse. They were fascinated watching how the number of builders on the building site increased when the mouse was clicked and a few counted accurately aided by an assistant. Other children played on their own in the 'kitchen' organising the cooker and saucepans while others 'poured' cups of tea making appropriate pouring noises.

Children behave very well. They form good relationships with all staff members and respond readily. They enjoy tidying up at the end of each session and by doing so are contributing to their community. At snack time children sit together and enjoy eating fruit and crackers. They learn about a healthy lifestyle when they wash their hands before their snack and learn to be independent as they carefully pour their own milk, fruit juice or water. Learning opportunities were missed for children to be asked what colour the plates and cups were or how many there were on the table.

Children are beginning to understand the importance of feeding birds in really cold weather and helped to hang the feeders on the branches of trees in the woodland area. They run about energetically on the school playgrounds throwing and kicking large balls. There is no access to the playground directly from the accommodation and there can be no free flow of movement. However, the children get plenty of exercise and make full use of the school outside facilities as well as the school hall for mini gymnastics. Assistants are vigilant in ensuring the children's safety during these sessions.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	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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