

Amberley Nursery School

Inspection report for early years provision

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Inspector

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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

Amberley Nursery School is privately owned and registered in 2001. It operates from the ground floor of an adapted house in a residential area of Bexhill. A maximum of 40 children may attend the nursery at any one time. The nursery is open every weekday from 8am to 6pm throughout the year, except for public holidays. All children share access to a secure, enclosed, outdoor play area.

The setting is registered on the Early Years Register. A maximum of 40 children aged from one year may attend the setting, at any one time. There are currently 67 children in the early years age range on roll, some in part-time places. The setting provides funded early education for three and four-year-olds. The setting is also registered on both parts of the Childcare Register to care for children in the later years age range, although they have no children in this age range on roll.

The nursery currently supports children with learning difficulties and/or disabilities and also supports those children who speak English as an additional language.

There are seven members of staff, six of whom hold appropriate early years qualifications to at least NVQ level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of children are met well with their individuality respected and supported. Children are making good progress in their learning and gain positively from the choices they make. The setting's own self-evaluation shows they recognise how being reflective practitioners benefits the children and identifies areas to develop. This indicates a positive capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the current record systems to clearly show how well children are progressing in relation to their age and/or their starting point, across the six areas of learning
- continue to develop partnerships with parents within the setting and along with other Early Years Foundation Stage providers in supporting individual children's ongoing progress.

The effectiveness of leadership and management of the early years provision

Within the nursery, both indoors and outside, the children are kept safe. The building is secure with the use of a video door bell alerting staff to unknown visitors. The organisation of the outdoor area is planned to be child friendly and whilst safety is observed children are encouraged to take age appropriate risks. For example, they climb and balance on large tyres in a rubberised barked area. The risk assessment record identifies how the nursery assesses and manages risk in the nursery. A strong recruitment process is in place and every member of staff has a valid Criminal Records Bureau check. The staff are very aware of their responsibilities in safeguarding children and know what to do if they have child protection concerns about a child in their care. All required records and documentation are in place, helping to ensure that each child's welfare needs are responded to appropriately.

The detailed self-evaluation form provides a clear picture of the nursery's strengths and the areas they wish to improve on. In addition, there are future development plans in place. Effort has been made to involve parents in the setting and although they are not fully involved in the self-evaluation process they are able to provide their views and ideas through questionnaires or by using the suggestions box in the hallway. The children are included in decisions being made about the play areas. For example, they decide what they want the play house in the garden or the role play areas to be. Children's views are valued and they have their own questionnaires about their likes and dislikes at the nursery. The majority of the children's toys and resources are at low-level, particularly in the older children's area. They are fully encouraged to be creative as they easily access the art and craft materials. In the younger children's area the staff are developing heuristic play opportunities using natural items and other interesting objects, supporting children in making their own choices and discoveries.

The recommendations made at the last inspection have been met and recognised by the staff as having had a positive impact on the children's care. Changes have been made to the recording systems, with the learning journeys showing children's progress towards the end of the Early Years Foundation Stage. These now provide clear links of how observations made as children play are used to assess their development and enable their next steps to be identified. Observation sheets are available to parents so they can contribute to the learning journeys. However, there is limited sharing of children's identified next steps and the systems are not used effectively to encourage full involvement and support from parents in their child's learning. Positive relationships develop with parents and other agencies with whom children may be involved. These help ensure children's individual needs are met and promote inclusion. Should a child attend another Early Years Foundation Stage setting then shared communication is encouraged to support the child's continuity of learning and care.

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

Children at the nursery are happy and overall they all settle very quickly. The good relationships they develop with the staff and each other help develop their sense of belonging. This is supported further as children have their named coat peg and tray to store bits of work or personal belongings. Some of the décor appears a little worn but the nursery is friendly, welcoming and child-centred. Displays in the hallway inform parents of how the Early Years Foundation Stage promotes children's learning as they play. There are good opportunities throughout the day for all of the children to use the garden. The older children benefit from free flow access to outside and they make the most of the excellent play and learning opportunities there. The older children are confident active learners and are positively encouraged to make decisions about their learning. The younger children are supported by the staff in making choices about their play. The low-level resources enable self-selection and the weekly planning process promotes children making their own choices. Whilst the records show that children are making good progress across the six areas of learning, it is not easy to see how well they develop in relation to their starting points.

The outside area is a strength of the nursery. The wide range of play opportunities include mark-making on a large chalk board. Children show great excitement as they hunt for minibeasts under logs in the eco area, develop balancing and coordination skills as they climb and clamber on large equipment in the safe fenced area or using the ride on toys. Other children sit quietly playing with toys on blankets on the grass or play with others in the den or play house. For the younger children the staff are developing heuristic play which encourages children to investigate and explore a range of textures and materials. The older children have good creative ideas with easy access to art and crafts materials. There are digital cameras available for children to use. The older children are able to use computers and the younger ones quickly learn how to use the recorder boards where they can record and listen to their own voice. They are gaining an awareness of the wider world through activities and from accessing some resources that positively reflect other cultures and disabilities. Children are encouraged to respect each other's differences.

Children learn to keep themselves safe through clear explanations given by the staff. For example, they learn not to walk around with scissors, take care when riding the trikes down a slope or practise fire drills. Their ability to make positive decisions show they are confident. They behave well and respond to requests from the staff. Regular use of the outside area supports a healthy lifestyle. Within a certain time period children can choose when they want their snack, with the older children knowing they need to wash their hands first. Children are prepared for the transition to school and develop good skills for the future.

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

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