

Whitehill Childcare Services Limited

Inspection report for early years provision

Unique reference number	EY232973
Inspection date	18/06/2010
Inspector	Julie Sackett

Setting address	Luxford Road, Crowborough, East Sussex, TN6 2HW
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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

Whitehill Nursery School was registered in 2002 as part of Whitehill Childcare Services Ltd and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a privately owned group that operates from a purpose built building and additional classroom within Whitehill Infant School, a new build eco-school in Crowborough, East Sussex. The nursery school has two ground floor main rooms, toilet facilities, kitchen and enclosed outdoor play areas consisting of a tarmac safety surface and grassed area. In addition, children have access to the school library, hall, information and communication technology (ICT) room, nature and playground areas with activity trail and climbing wall. A maximum of 49 children may attend the nursery school at any one time. It is open each day from 8.45am to 3pm during term time with three hour morning and afternoon sessions. There are currently 110 children aged from two to under five years on roll; of these, 70 children receive early years funding. At the time of the inspection, 47 children were present, all of whom are within the early years age range. The setting supports children with special educational needs and/or disabilities as well as children for whom English is an additional language. There are 15 members of staff who work with the children; of these, 10 have achieved at least a National Vocational Qualification at level 3, including the manager. The nursery school receives support from the local authority and has been accredited by the Pre-School Learning Alliance since January 2003. Whitehill Childcare Services also operates an after school and holiday club within the same premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A strongly inclusive ethos and a 'can do' approach underpins day-to-day practice so that children are extremely happy and show a clear sense of ownership and belonging. The setting benefits from exceptional relationships with parents and the local school and this, combined with a positive attitude to meeting the needs of all the children, means that additional support is identified early wherever necessary to ensure that all children make similarly strong progress. Policies and procedures are very well-organised and up to date and all adults take full responsibility for the safety and well-being of the children. A comprehensive and well-developed range of self-evaluation methods ensure that practice is reviewed regularly and improvements continually made to secure the highest standards of practice. This means the setting demonstrates outstanding capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- capitalise on children's interest in the natural world around them and maintain existing strong levels of engagement by increasing the range of opportunities for children to learn through outdoor play.

The effectiveness of leadership and management of the early years provision

Procedures for the day-to-day management of the setting are strong and, as a result, the setting runs very smoothly. Children's safety is given the highest priority and systems for ensuring that children are safeguarded are robust and thorough. All risks have been assessed and the setting is safe and secure. Resources are used extremely well to provide children with high quality experiences that ensure that they make strong progress and develop in a happy and safe environment.

The setting demonstrates exceptional knowledge of early years care and education and an ongoing commitment to improving practice to enhance the children's experiences even further. The setting has responded in full to previous recommendations. For example, day-to-day observations and assessments of the children are now more manageable and sharply focussed. As a result, planned activities are closely matched to the needs and interests of the children so that they make at least good and often outstanding progress. The setting has accurately identified future development needs, including the potential to capitalise on children's interest in the natural world around them by increasing opportunities for them to learn through outdoor play such as gardening activities and model-building with natural materials, and steps have already been taken to address these.

Inclusion is strong because adults are skilled in sensitively and warmly enabling all children to participate in activities and make similarly strong progress. The setting works extremely positively in partnership with a range of agencies to ensure that support for children is consistent and focussed on individual needs. Relationships with parents and carers and the local infant school are very strong. Parents and carers express every confidence in the staff and are happy to leave their children in their care. The setting regularly uses a range of activities such as questionnaires to gather their views and ideas and these contribute to improvements in provision.

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

The setting is extremely well organised to help children achieve and enjoy their learning. Adults have very successfully created a happy and purposeful environment so that children settle quickly and are happy and confident. Adults take care that children are made to feel welcome and closely supported on a day-to-day basis. As a result, children get to know adults, particularly their key persons, very well and feel valued and safe. Adults follow clear procedures to maintain safety.

Children's awareness of how to lead a healthy lifestyle is supported very well. They

are provided with a healthy snack during the morning such as fruit, breadstick and milk, in addition to freely accessible drinking water. The children sit at tables to eat their lunch and demonstrate good table manners because adults provide positive role models, initiate conversations and reinforce excellent behaviour through praise. This helps children to develop the necessary personal and social skills to support their future economic well-being.

The children's contribution to the community is excellent because children know that adults actively listen to what they have to say and value their contributions. There is a real sense that the children are developing a growing awareness of personal responsibility. For example, children know that it is important to wear a cap when outdoors to protect them from the sun and they do this independently.

Curriculum planning is strong with interesting and stimulating activities planned to meet the needs and interests of all groups of children and reflecting all six areas of learning. For example, children confidently spoke with enthusiasm about their trip to the local zoo and described the way that the bats hung upside down in their enclosure.

Children have access to spacious and well-organised outdoor areas where activities such as ride-on toys, sand and water play and climbing apparatus support the development of social and physical skills. The children demonstrate excellent skills of independence and know how to use the activities safely and responsibly.

'Learning Journeys' are regularly shared with parents and carers, who also contribute their own perceptions of their children's progress. As a result, they play an active part in their children's learning. Assessments of the children's progress by key persons are based on regular observations. These focus on children's achievements within activities and demonstrate the children's excellent progress in learning, with 'next steps' clearly identified to support further progress.

The setting is extremely well-resourced, including resources which encourage children to appreciate a diversity of backgrounds and experiences. For example, dressing-up clothes include national costumes and dolls with a range of skin tones help children to develop respect for each other and for people living in different contexts.

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

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