



West Rise Nursery

Inspection report for early years provision

Unique Reference Number	EY300297
Inspection date	28 April 2006
Inspector	Christine McInally
Setting Address	West Rise Community Infant School, Chaffinch Road, Eastbourne, East Sussex, BN23 7SL
Telephone number	01323 764062
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Registered person	The Govenors of West Rise Community Infant School
Type of inspection	Integrated
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

West Rise Nursery and Out-of-School Club has been registered since 2005. The provision operates within the grounds of West Rise Community Infant School in the Langney area of Eastbourne. The nursery sessions take place in a portable class room situated within the school grounds. The out of school club has use of the purpose built sports hall within the school playground. All children have regular access to a fully enclosed outside play area.

The nursery operates Monday to Friday during term time with sessions running from 09.00 to 11.30 and from 12.15 to 14.45. The out of school provision, which also operates Monday to Friday, consists of a breakfast club, after school club and holiday play scheme. The breakfast club and after school club are open during term time with morning sessions from 07.50 until 08.50 and afternoon sessions from 15.15 until 18.00. Children are delivered to, and collected from, their classrooms by play workers. The holiday play scheme is open from 09.00 until 18.00. Children attend a variety of sessions. There are currently 64 children on roll in the nursery and of these, 32 receive funded nursery education. The out of school club currently has 75 children on roll.

The provision supports children with special needs and those who speak English as an additional language.

A total of twelve staff work with the children, there is a separate staff group for both parts of the provision. The supervisors of both staff teams hold appropriate early years childcare qualifications and four of the five nursery staff are qualified to level three.

The group receives support from the teaching staff at the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children in both the nursery and the out of school club enjoy a worthwhile range of activities which help to promote their good health. They learn about the importance of good personal hygiene and understand why they need to wash their hands before eating food and after visiting the toilet. Children can help themselves to a drink whenever they need one, helping to prevent dehydration.

Children enjoy a good range of physical activities that contribute to a healthy lifestyle, they play outside and extend their skills, on a daily basis. Children at the nursery enjoy a stimulating variety of activities, helping them to gain increasing control of their bodies for example, as they pour water from container to container or as they play on the climbing frame. Older children at the out of school club enjoy good opportunities to participate in team games. Staff working in the nursery have an understanding of Birth to three matters; they are beginning to use the guidance to provide a range of physical play experiences for young children.

Meal and snack times are sociable; children sit at the table with their friends and staff. Children in the out of school club are involved in the preparation of the snacks, which helps them understand the need for a balanced diet. They also enjoy varied and nutritious breakfasts which comply with all special dietary requirements to ensure they remain healthy. All children are provided with a range of healthy snacks including toast, fruit and vegetables encouraging them to develop healthy eating practices.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children in all areas of the setting enjoy their play in an extremely safe environment where staff are vigilant and use risk assessments extremely well to reduce potential hazards. Space within the setting is effectively organised, allowing children to move around safely, freely and independently. Children are enthusiastic explorers when playing outside with a variety of challenging physical play equipment.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Children begin to learn to take responsibility for keeping themselves safe as they practise fire evacuation procedures. They learn about safety through staff's clear and simple explanations as to why a rule is in place, for example they know not to run inside the nursery as they might fall and hurt themselves. The older children's involvement in developing the club's safety rules helps them gain a deeper understanding of keeping themselves and others safe.

Children are well protected by staff that have a clear understanding of child protection policies and procedures. All of these measures contribute to the safety and welfare of the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and relaxed, in both the nursery and out of school club; they readily approach staff for support indicating good trusting relationships. Children arrive happy and eager to participate, enjoying their time at the nursery. Children achieve well because staff are skilled and use their understanding of early years guidance, such as Birth to three matters and the curriculum guidance for the Foundation Stage, to provide good quality care and education. Children show considerable independence and make choices about the toys and resources they want to play with. A wide range of appropriate resources and activities effectively promote children's development.

Children are interested in the activities available and spend time concentrating on self-chosen activities. Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. All children enjoy plenty of opportunities to develop their social skills. For example, they sit together and chat at snack and meal times, negotiate and cooperate during role play. Children enjoy their play outside and staff support them well encouraging children to attempt ever increasing challenges.

Nursery Education

The quality of teaching and learning is good. A worthwhile range of relevant activities related to their needs motivates children. They access a wide range of well-chosen resources, which support their progress across all areas of learning. Children are developing an awareness of others needs and have good self-esteem because staff

listen to them and value their ideas and contributions. Children develop a healthy interest in books, they enjoy sharing stories with adults and peers and delight in predictable endings. They are confident speakers, and understand they can use writing for a variety of purposes and are beginning to write for themselves. Children skilfully use and recognise numbers in everyday activities; they count confidently and know numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs.

Topic work and practical activities arouse children's natural curiosity and develops their exploration and investigation skills. Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer and use the telephone confidently during role-play. Children use a range of small tools when playing with the play dough; they use pens and pencils effectively and hold them correctly. Children move confidently showing a good awareness of space and others in both the indoor and outdoor space. Children express themselves creatively using all of their senses to actively explore a stimulating range of new experiences.

As children begin in the nursery staff find out about their skills, interests and needs and build on this information to help them achieve and progress. Children flourish as the balance between adult and child-led activities allows them to learn at their own pace. Staff observe the children during free and focussed activities and use their notes to assess children's achievements. This information is beginning to be used to plan the next steps in each child's learning.

Helping children make a positive contribution

The provision is satisfactory.

Children feel good about themselves as staff treat them with respect. They develop self-esteem and confidence as they voice their opinions and make choices and decisions. All children are highly valued as individuals; the good use of information gathered from the parents, and children themselves, when they first start at the nursery or out of school club helps to meet their needs effectively. Staff have a positive attitude towards diversity, however, there is a limited range of resources which reflect other cultures. Good use of visual symbols helps bilingual children develop an understanding of the nursery routines, but there is no dual labelling or dual language books within the setting. Children's spiritual, moral, social and cultural development is fostered well.

Children behave well, they are enthusiastic and well motivated; they benefit from the consistent praise and encouragement offered. Staff support younger children in sharing and turn taking. Children learn about themselves and their own capabilities. Staff set consistent boundaries for older children which helps them learn to negotiate with others and take responsibility for their own behaviour. Children gain confidence as staff acknowledge them as important individuals. Children attending the out of school club discuss and help to write the club behaviour rules, as a result they behave well, are enthusiastic and well motivated. Staff set consistent boundaries for children which helps them learn to negotiate with others and take responsibility for

their own behaviour. Staff have a positive attitude to working with children with special educational needs and their families. All children are included in all activities.

Partnership with parents is good and this contributes considerably to children's well-being while at the nursery or the out of school provision. Staff are friendly and approachable, they ensure that all parents know how their children are progressing and developing, with regular consultations being held in the nursery. Children's learning is enhanced from this sharing of information between staff and parents.

Organisation

The organisation is good.

Children feel at home and are at ease in the well organised environment. Children benefit from being cared for by staff that are qualified and experienced in childcare. All staff members have a good knowledge and understanding of children's developmental needs. They work well as a team, both in the nursery and the out of school provision, and are clear about their individual responsibilities. All children receive good support from a staff group that enjoy their company and know them well, helping them feel secure and confident.

Leadership and management is good. There are systems in place to monitor and evaluate the funded nursery education. Policies and procedures to guide the staff team are in place, and available to parents. These are used effectively to promote the welfare, care and learning of children. All aspects of the children's care and learning are discussed with the parents, who are kept well informed of their child's achievements. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop staff's knowledge of equal opportunities and increase the resources that reflect positive images of culture, ethnicity, and disability

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop staff's understanding of the use of assessment records to help inform planning for the children's next stage of learning

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