



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY232973

DfES Number:

INSPECTION DETAILS

Inspection Date 09/07/2003
Inspector Name Sue Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Whitehill Nursery School Limited
Setting Address Luxford Road
 Crowborough
 East Sussex
 TN6 2HW

REGISTERED PROVIDER DETAILS

Name Mrs Karen Boggis

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Whitehill Nursery School Limited is a privately owned group that operates from a purpose built annexe to the primary school. The nursery has one main room, toilet facilities, kitchen, use of rooms within the school for specific purposes and use of an enclosed outdoor area. The nursery serves the local area.

The nursery is registered for twenty-five children aged from two years to under five years. There are currently seventy-three children on roll. This includes twenty-two funded three year olds and twenty-seven funded four year olds. Children attend for a variety of sessions. The nursery accepts and supports children who have special needs and children who speak English as an additional language.

The nursery opens five days a week during school term times. Sessions are run within the opening times of 9:00am to 3:00pm.

Eight full time/part time staff work with the children with two ancillary workers providing some one to one assistance. The majority have early years qualifications. Two are currently on training programmes. The setting was awarded accreditation with the Pre-school Learning Alliance in January 2003.

How good is the Day Care?

Whitehill Nursery School Limited provides good care for children. The owner and staff have a clear understanding of their responsibilities. Space is well organised to provide various areas of learning and play. Colourful displays and posters help create a welcoming environment. Children access the wide range of good quality toys and equipment easily. Children are occupied and interested in the activities provided. All paperwork is in place, well detailed and organised.

Staff are vigilant and supervise children well. Children can access areas such as the toilets, safely and independently. Children learn about hygiene practices from staff guidance and daily routines. The children's health is promoted with healthy snacks and water is freely available. Social skills are developed at meal times. Children are

welcomed, differences are respected and individual needs met.

Good planning creates a busy and interesting environment where children play and learn together. They are involved in a range of activities that help them develop in all areas. All children are involved and keen to learn. Children are responsive to requests and well behaved, with staff using positive methods of management.

The majority of parents receive good information about their child's progress. The creation of a parent association and use of the key worker system helps build positive relationships with parents. Detailed documentation about the nursery's procedures is available.

What has improved since the last inspection?

There were no actions made at the last inspection

What is being done well?

- The staff are friendly, relating well with the children and each other. They show great interest in what children have to say. Children's progress is encouraged through good planning and adult support.
- Snack time is used very effectively as a learning opportunity. Children bring in items from home to discuss expanding language and communication skills. Numbers are explored in a fun way.
- Activities both indoors and outdoors are used well. The range of toys and learning materials are varied to provide interest and challenges for children. Equipment is available or easily adapted to include children with additional needs
- Links with a nursery in Gambia expand children's knowledge and understanding of others. This is used for interest and as a positive learning tool for children to learn about others and respect differences.

An aspect of outstanding practice:

Staff manage snack time very well. The quality of the staff's interaction with children significantly enhances children's interest and extends their knowledge and understanding of the world, their abilities in listening and speaking and their mathematical development.

What needs to be improved?

- sharing of information with all parents about behaviour management and children's progress.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
11	ensure behaviour management issues and strategies are fully discussed with all parents and carers.
12	provide opportunities for all parents to receive regular information on their children's progress

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Whitehill Nursery School provides very good quality nursery education where children learn through a range of stimulating activities.

Very good teaching has a positive impact on children's learning. Staff have a good knowledge of the early years curriculum and are therefore able to provide a programme of suitable, well-planned activities for the children. They work well as a team. Effective teaching ensures that children make good progress in all areas of learning, particularly in communication, language and literacy and mathematical development. More attention could be paid, however, to ensuring that older and more able children are provided with activities that extend their learning.

Leadership and management are good. That the nursery is successful is the result of a good management system and an effective staff team. Regular staff meetings ensure a shared understanding of good early years practice and staff appraisal ensures that training needs can be identified and met. The recent successful completion of an accredited quality assurance scheme has enabled management and staff to review and improve practice within the nursery.

The partnership with parents is good. Most parents feel well-informed about the group, its routines, policies and the curriculum. Good quality written information about all aspects of the provision is made available to parents. They have worthwhile opportunities to join in with the activities and events at the nursery. There are appropriate formal and informal opportunities for staff and parents to discuss children's development and progress.

What is being done well?

- Staff plan well to support children's learning in all areas.
- Staff work well as a team to ensure they provide a wide range of activities, good role models for children and an agreeable learning environment.
- The consistent engagement in children's play and conversations by staff ensures that children are confident, sociable and have caring relationships with adults and each other.
- Space and resources, both indoors and outside, are used positively and effectively to support children's development.

What needs to be improved?

- the differentiation within activities to extend the learning opportunities for the older and more able children.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy, and relaxed during their time in the nursery school. They relate well to each other and adults and are able to express their needs and ideas confidently. They are positively inclined towards learning and are interested and involved in their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children engage with ease in conversations with adults and with each other. They speak fluently and confidently. They develop reading skills and show a good awareness of sounds and patterns in words through regular exposure to books and the familiar everyday words displayed around the nursery school. Regular planned activities develop children's writing and letter formation.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to count and to develop their understanding of addition and subtraction both in the planned activities of the curriculum and at social times, for example, when eating their mid-session snack. They are knowledgeable about shape and size and have opportunities to compare, sort and match objects. They use appropriate mathematical language which extends into all areas of their play and learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have regular planned opportunities to learn about the local environment. Contact and exchanges of information with a nursery school in Africa also give them insights into the wider world and help them recognise similarities between their own culture and that of others. They use a range of technical equipment with increasing confidence. Group and individual activities extend children's opportunities to talk about the past and present.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children take part daily in activities to promote gross and fine motor skills both indoors and outside. Their movement, control and coordination is well developed and they demonstrate an awareness of space and of others. They use a range of equipment confidently both indoors and out. They learn about keeping healthy, are aware of why they wash their hands after using the toilet and before eating, and know the importance of applying sun cream and wearing hats to take care of their skin.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express their ideas freely and confidently through a wide range of art and craft activities. They have many opportunities to explore colour, texture, shape and form and to create their own models. They participate in imaginative role-play scenarios.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- investigate ways to extend the learning opportunities for the older and more able children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.