



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113846

DfES Number: 512670

INSPECTION DETAILS

Inspection Date	15/07/2004
Inspector Name	Felicity Gaff

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Young Sussex Day Nursery
Setting Address	302 Upper Shoreham Road Shoreham-by-Sea West Sussex BN43 6BA

REGISTERED PROVIDER DETAILS

Name	Mrs Ingrid Boyd
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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

Young Sussex Day Nursery opened in 1992. It is a private day nursery occupying self contained accommodation in Shoreham-by-Sea. It has an enclosed garden for outdoor play and children are also taken to the adjacent park. The nursery serves families from the local residential and surrounding rural areas. It provides full day care on Mondays to Fridays throughout the year and is registered for 28 children under five years.

There are 69 children on roll including 18 funded four-year-olds, and 11 funded three-year-olds. No children speak English as an additional language and three children have special educational needs. There are 10 members of staff, of whom seven have childcare qualifications, and 2 are in training.

The nursery receives regular support from the Early Years Development and Childcare Partnership and is undertaking the West Sussex Quality Kitemark Accreditation Scheme. All staff attend first aid and child protection training; they also attend further professional training to enhance their knowledge and awareness.

How good is the Day Care?

Young Sussex Day Nursery provides good care for children. There is a stable, experienced and well-qualified staff who work together effectively as a team. There are bright, clean, well-decorated playrooms that are well organised to use all available play space. Staff provide a wide range of interesting play materials some of which children access independently. Resources are chosen to reflect cultural and ethnic diversity and to be attractive to both boys and girls. The nursery is well supported by a knowledgeable Area Manager. The proprietor has not always complied with the conditions of registration, on the day of the inspection two extra children over the registered number were present, which could invalidate her insurance.

The manager has good systems to ensure children's needs are fully understood and staff plan activities to include all children. There are appropriate arrangements to

promote children's health and hygiene and to keep parents informed of policies and procedures. Staff understand child protection procedures although the written policy lacks emergency contact numbers.

Staff have high expectations of what children will achieve and provide imaginative play opportunities to challenge children and help them learn. They ensure children take full advantage of the garden and adjacent park for daily outdoor play. They provide good role models of courtesy and consideration which children reflect in their high standards of behaviour.

The nursery creates good partnership with parents who value the stable, loving care their children receive. The nursery builds excellent relations with parents and provides good opportunities for them to share information about their children.

What has improved since the last inspection?

At the last inspection the nursery agreed that all visitors to the premises would sign the visitors' book. Staff now ensure that visitors sign the visitors book in the lobby before entering the nursery. This protects children from unvetted people by maintaining a record of every person on the premises.

What is being done well?

- Staff provide very good quality care for the children. They are experienced, well qualified and highly skilled. They interact extremely well with the children to help them learn while they play.
- Staff use the available space well to meet the needs of the children attending. Staff are sensitive to individual children's needs and use rooms flexibly to ensure they are met. For example, activities may be moved between rooms to ensure babies do not interfere with the play of older toddlers.
- The nursery provides a wide range of play materials for the children. Toys and resources are stored accessibly and staff encourage children to develop their independence by choosing their own equipment and replacing it after use.
- The nursery promotes healthy eating by providing healthy snacks. Staff introduce a wide variety of different fruit and vegetables which children are encouraged to try. Parents are given advice and ideas on suitable packed lunches.
- Staff help children learn how to behave well. There is a clear policy to ensure all adults, including new staff and students, manage behaviour consistently. The positive techniques promoted in the policy are carried out by the staff in practice.
- The nursery creates strong relationships with parents. Staff give parents time and attention; they discuss children's progress informally on a daily basis and give the parents of younger children written day sheets. They provide regular opportunities for a social evening when parents are also able to discuss their child's progress.

What needs to be improved?

- compliance with the conditions of registration and insurance
- the operational plan to show how children are protected on outings
- the child protection procedure

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 must take the following actions by the date shown**

Std	Action	Date
2	Ensure day care takes place in accordance with the conditions of registration	19/07/2004

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

Std	Recommendation
6	Ensure that public liability insurance covers all proposed activities
6	Improve the operational plan to show how children are protected on outings
13	Ensure that the child protection procedure for the nursery includes contacts and telephone numbers for the local police and social services, and also the procedures to be followed in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

The provision for nursery education at Young Sussex Day Nursery is of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. There is effective in-house support from a qualified early years teacher employed at a sister nursery to develop staff understanding of the foundation stage of education. Plans clearly identify learning objectives and how activities will be adapted to include all children. Assessments are made of what children can do and understand but are not yet used to inform future plans. Staff use very high quality teaching techniques to help children develop their knowledge and understanding while they play, for example, by asking carefully designed questions to make children think. They use a variety of methods to ensure that children with special educational needs are well supported. They establish clear boundaries; children feel secure within known rhythms and routines and behave very well.

Leadership and management are very good. There are good systems to develop key staff, for example, the manager receives peer support from other nursery managers in the chain. She has established effective systems to monitor and evaluate the educational provision. She works cooperatively with the area manager and early years teacher to identify any weaknesses and improve practice. She has built a stable, skilled team who work effectively together.

Partnership with parents is very good. The nursery builds strong relationships with parents who value the friendly, caring environment. Parents receive good quality information about the nursery and the care and education provided. There are frequent, informal exchanges of information between staff and parents and regular opportunities for formal parents' evenings. Staff and parents work together to plan for children's progress. Parents are delighted with the stimulating provision.

What is being done well?

- Staff use role play areas very well to develop children's play and learning. They are observant and watch how play is developing, then intervene with clear teaching intentions. For example, in the greengrocer's shop they take the role of shopper to extend children's awareness of counting out coins, they discuss the sizes and weights of the purchases and teach the names of exotic fruits and vegetables.
- There are very good relationships between staff and children. Staff are observant, gentle and caring. They know the children well and are sensitive to their needs. Children approach staff confidently and share their opinions and observations eagerly with them.

- Children behave very well. They are courteous and considerate. Older children show care and concern for younger ones. They reflect the positive role models provided by the staff.
- Children enjoy listening to stories. Staff read well-chosen books with enthusiasm and expression and children listen intently. They contribute their own ideas to discussions about stories.
- Children learn about the passage of time as they talk about the changing seasons. Staff use incidental opportunities well to remind children of things in the past, for example by reminding children about growing marrows the previous year when talking about a courgette in the greengrocer's shop.
- Staff create good partnerships with parents. They ensure they receive information about the foundation stage and the topics within the nursery. They provide regular opportunities for parents to meet staff to discuss children's progress individually. Parents consider their children make very good progress.
- The staff use the outdoor area well. They provide a range of climbing equipment to meet the needs of children of different ages and stages of ability. Children use the play resources constructively to extend their skills.

What needs to be improved?

- The identification of how continuous everyday provision can be used to promote children's learning, particularly in personal, social and emotional development and in mathematical development.

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues identified at the last inspection. The nursery agreed to develop a manageable system of assessment that would be used to inform future planning and to aid the identification of special educational needs. In addition they would provide training and support for staff in assessment, planning and the organisation of sessions to cater for individual needs. Staff now use notebooks to record observations of what children do and understand. Information is related to the stepping stones and recorded on the West Sussex Developmental Record kept for each child. A qualified early years teacher from a sister nursery is currently sharing her expertise to develop learning, assessment and evaluation. Staff are now relating what they do to the foundation stage of education and the stepping stones to ensure children's individual needs are met. However, assessments do not yet inform future plans.

The nursery also agreed to develop ways in which parents could contribute to assessments and be informed of their children's progress. Parents now have noticeboards informing them of topic plans and activities and inviting them to bring in items relating to the topics. Termly observation sheets were devised with an attachment for parental comments and feedback. Since the introduction of the Developmental Record these have been discontinued. However, parent evenings

held two or three times a year allow for parents to read the record and contribute their opinions and observations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff plan a variety of play experiences to develop social skills. They model appropriate behaviour well and children reflect this in their dealings with each other. They are caring and thoughtful; older children show concern and consideration for younger. They cooperate well in tidying up and when being 'A Special Helper'. Plans do not show how nursery routines and continuous everyday provision promote broad learning objectives in personal, social and emotional development.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children join in songs and rhymes with enthusiasm. They listen to very well presented stories and contribute their ideas confidently in small and large groups. They recognise their own names and begin to relate sounds to letters. Staff skilfully encourage children to describe what they do and to make comparisons and predictions. Children develop their large and small motor skills well in preparation for handwriting.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count confidently and practice their skills in imaginative role play. For example by counting coins and giving change. They use their knowledge of number to compare numbers of items bought. They compare size and mass using appropriate language to describe position, quantity and shape. They use their knowledge of shape and space well when junk modelling as well as when constructing complex models from commercial kits.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the world through a well planned range of interesting first hand experiences. Children work collaboratively and individually to develop their skills at designing and making. They show a good understanding of the uses of technology. There are well planned opportunities for children to learn about time and place. Children celebrate feasts from a variety of cultures and mark important events, for example by baking cakes for their own and staff members' birthdays.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely and with growing confidence, climbing and sliding, crawling and balancing on climbing frames and slides. They show good awareness of space when riding on wheeled toys. They learn when and why they need to wash their hands and how to protect themselves from the sun by wearing hats and drinking water. They use a range of tools and materials, for example when junk modelling or when playing with dough or sand, to develop their manual dexterity.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, texture, material and methods in planned activities. They listen to a wide range of music as they play. They enjoy singing together in well-led music sessions and explore how sound is produced with instruments. They use their imaginations well when playing in role play areas or with small world play materials. They share their ideas with adults and with each other, and learn to express their feelings, thoughts and preferences.	

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:

- identify how continuous everyday provision can be used to promote children's learning, particularly in personal, social and emotional development and in mathematical development.

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.