



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109320

DfES Number: 510059

### INSPECTION DETAILS

Inspection Date 12/10/2004  
Inspector Name Clare Hanson

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Athelstan Nursery  
Setting Address All Souls Church Hall  
Athelstan Road  
Hastings  
East Sussex  
TN35 5JE

### REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee

### ORGANISATION DETAILS

Name The Management Committee  
Address Athelstan Nursery  
All Souls Church Hall, Athelstan Road  
Hastings  
East Sussex  
TN35 5JE

## 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

Athelstan Nursery operates in a large church hall in the Clive Vale area of Hastings. It has sole use of the building during its hours of operation. The facilities comprise a large hall plus a smaller hall, kitchen, toilets and a small outdoor play area. The group meets each day of the week between 09:15 and 15:30 during term time only

There are currently 49 children on roll with 43 of these being funded three year olds. The group do not care for children under the age of two and a half years. The group support children with special educational needs and children with English as an additional language.

The group are supported by Pre-school Learning Alliance and the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The Athelstan Nursery provides good quality care for children.

The staff have a clear understanding of their responsibilities. Space is well organised and staff work hard at creating a welcoming environment. Children access the wide range of toys and equipment easily. There is a lack of positive images of disability. Children are occupied and interested in the activities provided. Staff are vigilant and supervise children well.

Children learn about hygiene practices from staff guidance and daily routines. The children's health is promoted with healthy snacks. Children are welcomed, differences are respected and individual needs met. The security of the building and outdoor area is good which provides a secure area for children to explore safely.

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.

Parents receive good information about their child's progress. There is a strong sense of community within the group enhanced by the well-established staff team. The strong relationships between staff and children provides a safe environment for children to develop.

#### **What has improved since the last inspection?**

At the last inspection the group were asked to extend their recruitment policy to ensure health of employees was checked; ensure documentation reflected the change of regulator and ensure there was a written procedure in case of a lost child.

The group have established the health of all employees ensuring they are all fit to care for children and included health checks in any recruitment package.

The paperwork has all been brought up to date to reflect Ofsted as the regulator and to ensure all policies and procedures are in place thereby creating an environment safe for children to play and learn in.

#### **What is being done well?**

- Children make choices about their play. They show good independence skills and feel comfortable in opting out of an activity.
- The well-established staff team form good relationships with the children which provides a secure environment for children to develop. Children are happy and confident within the environment which enables them to progress in their learning
- Behaviour management is good. The staff know the children well and adapt approaches according to individual needs. Children settle quickly, develop trusting relationships and are happy, the result being that they behave well.
- The opportunity for children to develop another language. Children are taught French on a weekly basis and this is clearly enjoyed by them.

#### **What needs to be improved?**

- Visual images of disability

#### **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
9	ensure that there are an appropriate range of visual displays and resources that promote positive images of disability

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

### How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff plan a well-balanced curriculum which is delivered using an imaginative range of interesting and stimulating activities. Activities are linked to topics which fire children's imagination and help them to develop positive dispositions and attitudes to learning. Careful monitoring ensures that all children have access to a variety of experiences to support the different aspects within the six areas of learning. Assessment is used well to identify children's needs and the Profile developed by the supervisor lends itself well to monitoring the children's achievements

The leadership and management of the setting is very good. Staff are well supported and the staff team work well together. They have a range of opportunities to extend their knowledge through training and to specialise in areas that interest them. Staff are clear about their roles and responsibilities and are committed to improving the service that they offer to children and their families.

The partnership with parents is very good. Parents are kept well informed about the subjects that their children will be studying and are given ideas about how they can support their children's learning. Parents are able to contribute to their child's learning through consultation meetings and on going feedback. The setting provides information to parents on a regular basis about their children's progress.

### What is being done well?

- The provision offers a wide range of interesting and stimulating activities that help children to make progress in all areas of learning.
- Staff's use of their individual knowledge of the children in the setting, to motivate and encourage them in ways that make their individual needs, and learning styles.
- The provision offers a wide range of resources, effectively used to support children's learning.
- The relationships developed by the staff with the children which result in children feeling settled, happy and confident while in the nursery.

### What needs to be improved?

- opportunities for children to experience positive images of disability

<b>What has improved since the last inspection?</b>
<p>At the last inspection the group were required to further develop their assessment records and to revise the parents' leaflet to reflect the curriculum changes.</p> <p>A clear and objective Profile for each child has been produced enabling staff to be able to cater for each child's individual needs and to be able to monitor progress easily.</p> <p>Parents are fully aware of the Foundation Stage and this enables them to contribute to their child's learning process.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children settle quickly and are relaxed on arrival. They are motivated to learn and show excitement at being able to demonstrate their knowledge. Children concentrate well, particularly on activities that interest them. The children build positive relationships with each other and staff. They are happy and enjoy the activities offered; they cope positively with changes in activities and are supported well in developing their independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers. They initiate conversation and take account of what others say. They are beginning to use talk to resolve disagreements. The children enjoy joining in with repeated phrases and anticipate key events and important phrases when being read familiar stories. Children use speech to explain what is happening and anticipate what might happen next. Most children ascribe meanings to marks, many confidently identify letter sounds some are able to form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show an interest in numbers and counting, they use some number names and number language spontaneously. Most will confidently attempt to count an irregular arrangement of up to 10 items. They are able to say with confidence the number that is one more than a given number. Children observe and use positional language and are able to find items from positional clues. Most children can order at least two items by length or height and are able to select a particular named shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children investigate objects and materials using all their senses. They show interest in why things happen and how things work. The children build and construct with a wide range of objects, selecting appropriate resources. They know how to operate simple equipment and show an interest in ICT. They show an interest in the world in which they live and are beginning to gain an awareness of the cultures and beliefs of others although their experiences of disability are limited

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children respond enthusiastically to rhythm, music and story by means of gesture and movement. They are able to adjust their speed or change direction to avoid obstacles and negotiate space successfully when playing racing and chasing games with other children. The children show increasing control over clothing and fastenings. They persevere in repeating some actions when developing a new skill and understand that equipment and tools have to be used safely, and use them with care and control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children devise and create constructions, collages, paintings, drawings and role-play using their imaginations. They are beginning to build a repertoire of songs and will often sing to themselves and can make up simple songs. Children's imaginations are well developed and they use one object to represent another; even when the object has a few characteristics in common. The children show interest in what they see, hear, smell, feel and touch and make intelligent comparisons.

**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:*

- There are no significant issues to report but consideration should be given to improving the following
- the positive images of disability

*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.*