



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 113775**

**DfES Number: 514307**

### **INSPECTION DETAILS**

Inspection Date      30/09/2003  
Inspector Name      Maureen Acton

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      The Nook Nursery  
Setting Address      10 The Glen  
                                 Worthing  
                                 West Sussex  
                                 BN13 2AB

### **REGISTERED PROVIDER DETAILS**

Name                      Mr D Liley

## 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

The Nook Nursery opened in 1999. It operates from 4 rooms in converted residential premises in Worthing and serves the local community.

There are currently 27 children from 2 to 5 years on roll. This includes 12 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens 5 days a week during school term time and for two weeks during the summer holidays. Sessions are from 09:00 until 16:00 hours on Monday through to Thursday. On Friday they operate from 09:00 until 12:45 hours.

Seven full-time and part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The Nook Nursery provide a good standard of care for children. All aspects of the provision are well organised and effective use is made of staff, space and resources to provide a rich child centred environment. Staff are guided by an agreed set of policies and procedures which they understand and consistently implement. Documentation is in place, the provider highlighted two areas for review and update, plans for this are in place.

A clear awareness of safety is acknowledged by staff and precautions are in place to safeguard the children. Well established hygiene regimes ensure the children's health and well being are promoted at all times. Daily routines provide well for the needs of all the children allowing time for rest, indoor and outdoor play and activities, meal times and snack times. Staff are confident in their responsibility with regard to the protection of children. A policy is in place to guide them, this does not include a procedure in the event of an allegation against a member of staff.

Staff work well as a team to plan a stimulating range of practical activities which encourage children to develop and to learn. Children make choices and engage in activities and play situations that capture their interest. The setting promotes equality of opportunity and reflects cultural diversity. Positive behaviour management techniques are used sensitively to promote an environment where care, consideration and tolerance is paramount.

The setting fosters good partnerships with parents. There are regular news letters and a well used notice board. Informal contact with staff on a day to day basis together with more formal parents evenings provides valuable opportunity for exchange of information.

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

At the last inspection the provider agreed to ensure that policies and procedures which are required for efficient and safe management of the provision were maintained.

Policies and procedures have been reviewed and shared with staff and parents.

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

- Effective deployment of suitably qualified and experienced staff ensures the needs of the children are met.
- The quality of care is good. Children's individual needs are recognised and accommodated in a sensitive way. Children feel safe and are confident.
- The premises are used creatively to provide a safe homely environment where children feel secure and happy.
- Resources are used effectively to stimulate and create challenge for the children in their play.
- Children are surrounded by positive images, staff are good role models, showing sensitivity and valuing the uniqueness of each child.
- Realistic expectations suited to children's age and developmental stage, together with praise and encouragement help children understand and develop appropriate socialised behaviour.

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

- the recording for administration of medication.
- the information in the complaints procedure.
- the child protection policy to include procedures to be followed in the event of an allegation made against a member of staff.

**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   |
|-----|--|
| 7   | Review and update medication recording to include date and parental signature.                                       |
| 12  | Review and update the complaints procedure, include the telephone number of the regulator.                           |
| 13  | Review the policy for child protection to include procedure in the event of an allegation 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 The Nook Nursery is very good. Children make very good progress in all six areas of learning.

Staff are qualified, experienced and work extremely well together to create a calm, welcoming child-centred environment where children are motivated and feel secure. Children are helpful and supportive to each other and behave very well. Staff have a secure knowledge of the Foundation Stage, and use their knowledge to enable each child to progress towards the early learning goals. The planning of the topics and activities in each of the six areas of learning, is extremely good. There are effective methods in place to evaluate each activity.

The quality of teaching is very good. The staff are skilled in their teaching methods and use everyday routines and experiences to extend children's learning. Excellent methods are used to teach children knowledge and understanding of the world. Children make very good progress in each of the six areas of learning. There are good systems in place to assess children's progress.

Leadership and management of the provision is very good. Staff work extremely well as a team and set excellent examples of good manners. The manager and staff share responsibility for planning and assessment. Professional development is valued, and the nursery is currently undertaking a quality assurance programme.

Partnership with parents is very good. Parents kept well informed about the provision and their children's progress towards the early learning goals. They are made welcome in the nursery and have opportunities to become involved in topics and activities. There are effective systems in place to share information.

### What is being done well?

- Staff are extremely good role models. They teach children good manners and social skills and encourage them to practice them in every activities.
- Everyday activities are extended to promote children's learning, self-confidence and independence. For example, snack time when children learn to buy and choose their snack.
- Children develop a sense of community, and use community services in role play. They are surrounded by positive images of equal opportunities and cultural diversity
- Spoken language in the provision is excellent. Staff and children initiate conversations with each other. Staff listen to what children say. They help children to extend their vocabulary and explore the meaning and sound of words, through real experiences.

- Children learn to count and use numbers in planned activities, and practice their knowledge in their play. Staff teach children to sort by function, compare shape, size and quantity, and use mathematical language.
- Children show a lively interest in the world around them and remember what they have learned. Staff introduce and develop the idea of passing time by using natural resources. For example, planting and growing vegetables, then harvesting them for Harvest Festival.
- Staff teach the children the importance of staying healthy, and use methods that children can relate to. For example, good hygiene practice, healthy eating, and the effects of exercise on the body. Children learn about the heart and how it functions, and how germs are spread.
- Children participate enthusiastically in well planned musical activities. Staff encourage children to listen to a variety of music and use musical instruments.

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**What needs to be improved?**

- information provided for new parents regarding the Foundation Stage and early learning goals.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Staff provide a friendly and caring environment where children build strong relationships with peers and staff. Staff are extremely good role models. Children are happy and motivated, they behave well and know what is expected of them. They are given good support and guidance to develop high levels of independence and self-esteem.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. The provision of spoken language is excellent. Staff and children initiate conversations with each other and staff listen to what children say. Staff give children a good introduction to reading and writing through well structured activities, and the appreciation of stories and books. Children are becoming confident to use their increasing vocabulary in role play situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Children have good understanding number and some are able to count reliably. Staff provide opportunities for children to sort by function, compare shape, size and quantity, and use mathematical language. Children are able to consolidate their learning and gain confidence in everyday situations and practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. Children show a lively interest in the world around them and remember what they have learned. Staff introduce and develop the idea of passing time by teaching the children about seasons and festivals. Children explore, investigate and discuss natural objects and materials. They use a variety of tools and techniques to build, construct and explore technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. They move with confidence and safety. Children show good co-ordination and an awareness of space and others. They have regular planned activity, both indoors and outdoors. Children develop excellent fine motor skills through skilled teaching techniques and graded resources. Staff teach the children the importance of keeping healthy and good health and hygiene practice, in everyday situations and in planned topic work.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children make very good progress in creative development. They participate enthusiastically in well planned musical activities. Staff encourage children to explore a variety of different types of music and instruments. Children have opportunities to experiment with colour, shape and texture in art, craft and design. Staff provide opportunities for children to express themselves through role play, and to use their imaginations in creative activities.

**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:*

- consider providing new parents more information regarding the Foundation Stage and early learning goals.

*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.*