



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130703

DfES Number: 519438

INSPECTION DETAILS

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| Inspection Date | 18/02/2004 |
| Inspector Name | Christine McNally |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | One World Nursery |
| Setting Address | University of Brighton Tithe Barn, Moulescoombe Place Brighton East Sussex BN2 4GA |

REGISTERED PROVIDER DETAILS

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| Name | One World Nursery |
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ORGANISATION DETAILS

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| Name | One World Nursery |
| Address | University of Brighton Tithe Barn, Moulescoombe Place Brighton East Sussex BN2 4GA |

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

One World Nursery is situated in a converted barn in the grounds of Brighton University. The barn is divided into office space and the nursery; however, the nursery has sole use of their part of the building. There are four playrooms and two outside play areas. There is a security entry system to which parents and staff are given the code. The nursery serves staff and students attending the University of Brighton and priority is given to children of students who have subsidised places. Children attending are representative of the diversity of people working in and attending the university. The nursery is open for 45 weeks per year, from 08:15 to 17:30 Monday to Thursday, and from 08:15 to 17:00 on Fridays. There is currently 46 children on roll, of these 22 are funded three-year-olds and 8 are funded four-year-olds. Two children attending currently have special needs and three for whom English is an additional language. The children are not divided into age groups however, ability groups are used for some activities.

Including the manager there are eleven members of staff, of these ten hold a suitable qualification in childcare at level three or above. The other member of staff is currently undertaking an appropriate qualification. The nursery receives support from the local Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

The standard and quality of care at One World Nursery is good. The nursery provides a very warm, child friendly environment; children are happy, confident and well settled. There is an excellent operational plan in place which helps guide the staff team in their daily practice. The nursery is extremely well organised to provide a rich learning environment both indoors and out. Good safety measures are in place and children are safe and extremely well cared for.

Staff form warm, caring relationships with the children and their individual needs are well met. They plan and provide a wide range of worthwhile, interesting and stimulating activities children are well motivated to learn. The nursery organises

space and resources creatively to support learning. Children confidently choose resources and activities for themselves.

The nursery has an effective relationship with parents and actively look for ways to involve them in their child's learning and time at nursery. The parents handbook contains useful information on the nursery and includes copies of all policies and procedures. All the relevant paperwork is in place and is well maintained.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff form warm, caring relationships with the children, and know them well. They spend a lot of time talking and playing with them. Children are happy at the nursery, they relate well to each other and to the adults present.
- The nursery creates an environment that encourages good behaviour and staff are confident in their management of this. Children respond well to the consistent praise and encouragement. They readily take part in activities, help to tidy away resources and are well behaved.
- Children enjoy choosing resources for themselves and taking part in activities that build on their interests and they are making good progress in all areas of learning and development.
- The excellent operational plan with clear, comprehensive policies and procedures demonstrates clearly that the manager and staff team have a very good working knowledge of the Standards. This ensures an environment that supports all aspects of children's care and learning.

An aspect of outstanding practice:

The organisation and use of the creative play area. Children enjoy using the wide range of resources available to them including, clay, paint, collage materials, sand and water play. They enjoy expressing themselves creatively and take inspiration from the many reproductions of art work, such as the picture of the Henry Moore sculpture displayed around the room.

What needs to be improved?

- the further involvement of the parents in the nursery.

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 |
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| 12 | Continue to explore ways in which parents can be involved in their child's learning and the nursery itself. |

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

How effective is the nursery education?

The provision for funded education at One World Nursery 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 variety of interesting and stimulating activities, both for indoors and out, and understand what children learn from them. This is reflected in the planning and the rich, stimulating learning environment provided. Staff question children effectively, encouraging them to think for themselves. They have high expectations of children's behaviour they set realistic boundaries and understand the importance of praise and encouragement in promoting good behaviour. Activities are presented in an enthusiastic manner; staff are skilled in using everyday situations to develop children's understanding of number and their language skills. Staff give good support to children identified as having special educational needs and those who have English as an additional language. Resources are of good quality, with many reflecting diversity, they are well organised to support children's learning.

The nursery has an effective assessment system in place that enables them to record children's progress towards the early learning goals. The information gathered is continually evaluated and used well to plan for the children's next stage in learning.

The leadership and management is very good. the manager and deputy understand their differing roles and responsibilities and motivate the staff group well. The staff work well together as a team, they are very committed to continual improvement, and are actively encouraged to attend further training.

Partnership with parents is very good, they are provided with clear information about the nursery and the educational programme. There are formal and informal systems in place for sharing information on children's progress, however, the use of the formal systems is limited.

What is being done well?

- Personal, social and emotional development is given high priority, children are happy, confident and interested in the activities offered. They are developing an awareness of others needs and have good self-esteem.
- Relationships between children and staff are good. Staff question the children effectively and give them good support in their chosen activities. Children are well motivated to learn.
- The use of imaginative displays and the good multi-cultural resources available. Children are developing an awareness and understanding of their

own cultures and beliefs and those of other people.

- Children's communication, language and literacy skills are encouraged well. They are confident speakers, understand writing can be used for a variety of purposes and are beginning to write for themselves.
- Everyday activities are well used to develop children's mathematical understanding. Through practical activities children develop an awareness of simple number operations such as, adding together and taking away.

What needs to be improved?

- information provided to parent's on their child's progress and achievements.

What has improved since the last inspection?

The nursery has made very good progress in addressing the key issues raised at the last inspection. The new system for planning includes the learning intention for all activities, how children will be grouped and extension ideas for the more able children. The evaluation of the activities provides clear evidence of children's achievements, this helps with planning for the next stage in children's learning. Small group activities are organised for different ages this is a more effective way of meeting the needs of all children. The nursery has re-organised the learning environment to offer more opportunities for children to practise their early writing skills and they are developing an awareness of writing for different purposes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and well motivated to learn. They show concern for each other, they share and take turns well. They form good relationships with other children and adults, and are sensitive to others needs. They enjoy the wide range of activities offered and are developing their own personal independence well. Staff value children's work, and contributions, and they are developing good self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers, they listen well at story time and to instructions. They enjoy books and handle them appropriately. Practical activities such as writing shopping lists and telephone messages help children understand writing for different purposes. Children recognise their first names and are beginning to write these correctly with well-formed letters. They negotiate well in role-play activities. They are encouraged to notice sounds of letters and rhyme in stories and poems.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 10 and beyond, they are encouraged to notice numbers in their play. Good use is made of everyday situations to encourage problem solving for example, as they work out how many cups they need for their table at snack time. Good opportunities are provided to weigh, measure and compare using a variety of resources. Children are beginning to use mathematical language to compare size and recognise shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

An interesting range of topics allow children to explore and investigate aspects of both the man made and natural world. They have regular access to the computer and to a good range of everyday technology. Children use their own ideas to make things by building and joining. They are consistently encouraged to talk about past and present events. They are developing an awareness of their own and other cultures through a range of resources and as they celebrate a variety of festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence showing a good awareness of space and others in both the indoor and outdoor space. They are beginning to use a variety of tools and implements with increasing skill for example, as they use a knife to spread the toppings for their toast. They learn about health and bodily awareness through topics and planned activities. Children are learning to handle tools such as pencils, brushes and scissors with increasing skill.

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| CREATIVE DEVELOPMENT | |
| Judgement: | Very Good |
| Children's creative development is very well supported by the stimulating range of resources and activities provided. They explore texture, shape and colour using a wide variety of materials, for example, as they model with clay or make collage. They learn about rhythm as they play with the musical instruments. They enjoy the regular access to sand and water play. The good use of the imaginative play areas allows children to express themselves in meaningful role-play 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:

- Provide parents with more regular, formal information on their child's progress and achievements.

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.