



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 113469

DfES Number: 549023

### INSPECTION DETAILS

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| Inspection Date | 17/12/2004       |
| Inspector Name  | Teresa Elkington |

### SETTING DETAILS

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|-----------------|--|
| Day Care Type   | Full Day Care  |
| Setting Name    | Early Years Childcare Nursery                            |
| Setting Address | 11 Bartholomew Way<br>Horsham<br>West Sussex<br>RH12 5JL |

### REGISTERED PROVIDER DETAILS

|      |                                     |
|------|-------------------------------------|
| Name | Early Years Child Care PLC 02455564 |
|------|-------------------------------------|

### ORGANISATION DETAILS

|         |   |
|---------|---|
| Name    | Early Years Child Care PLC                          |
| Address | 42 Wilbury Villas<br>Hove<br>East Sussex<br>BN3 6GD |

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Early Years Childcare Nursery opened in 2000. It operates from purpose built premises located in Horsham. 11 rooms are used by the children. Children attend from Horsham and a large surrounding area.

There are currently 185 children from three months to five years on roll. This includes 36 funded three-year-olds and two funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs, and who speak English as an additional language.

The nursery offer full-time care from Monday to Friday. There are 36 part-time and full-time staff who work with the children. Over half the staff have early years qualifications to NVQ level 3. 14 staff are currently working towards a recognised early years qualification.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership. The nursery holds an Investor's in People Award and are working towards obtaining a West Sussex Quality Kite mark.

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

### **How effective is the nursery education?**

Early Years Childcare Nursery provides high quality nursery education. It enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff show a clear understanding of the foundation stage and stepping stones to learning, which is clearly reflected in the planning. Staff acknowledge children's differing levels of ability and activities are adapted to ensure that children receive the best from their learning experiences. Staff support children well with effective questioning and through the challenges set in all activities. Regular assessments of children's progress help to influence planning for the next stages of learning for individuals. Daily routines encourage children to play an active role in their learning and resources are readily accessible to them, to enable them to make informed choices. Staff have high expectations of children's behaviour and set realistic boundaries, to help children work as part of a group.

The leadership and management of the setting is very good. Management have a positive approach to developing areas of improvement and are guided by clear objectives. Effective systems are in place for the continual assessment of the staff team and they are actively encouraged to undertake further training. Staff have a clear understanding of their individual roles and responsibilities and take an active part in the planning and assessment process'.

The partnership with parents is very good. Good relationships are established between staff and parents to ensure that children are provided with opportunities to develop to their full potential. Parents are fully involved in the assessment of their child and receive both verbal and written feedback relating to their achievements and progress. Opportunities are provided for parents to be kept well informed of Nursery life through newsletters, notice boards and clear information regarding the educational programme provided.

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

- Staff create a well-planned stimulating environment, where children learn through a range of practical activities. Good use is made of all resources and many opportunities are provided throughout the daily routine for children to self-select and to make decisions for themselves.
- Children's understanding of mathematical concepts is a particular strength. Many opportunities are provided throughout the daily and planned programme for children to extend their learning in the recognition of number and to understand the function of numbers in addition and subtraction activities.
- Children are encouraged to explore and investigate a range of resources and

activities that are provided through the daily routines. They talk in detail about themselves and have an understanding of the world around them.

- The nursery provides a positive partnership with the parents. Opportunities are available for parents to share with staff their children's progress and achievements through verbal and written feedback. Parents are well informed as to the programme of activities their children will be undertaking during the term and are encouraged to take an active part in their children's learning.

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

- the opportunities for children to label their own work

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

Very good progress has been made on the areas highlighted at the previous inspection; develop consistency amongst staff members when dealing with inappropriate behaviour; develop the planning of the educational programme to provide clear information as to the learning intentions of activities; extend the opportunities for older children in their understanding of addition and subtraction.

Behaviour Management Training has been introduced as part of the induction programme of new staff, emphasising the consistent approach and how to deal with situations when they arise. Staff give clear explanations as to why behaviour is unacceptable and children are readily praised for their positive actions. Children are involved in making the rules within their base room and pictures are placed around the room to show children positive images of how to behave. Staff attend regular training updates on Behaviour Management and the company carry out annual audits to ensure consistent practise.

Clear plans are in place which clearly show the learning intention of all activities undertaken by the children, which are directly linked to the foundation stage and stepping stones. A Planning Co-ordinator ensures that all activities are evaluated and that the information gained is used for all future planning.

All children receive worthwhile activities to promote their awareness of the concept of addition and subtraction. Plans clearly show how activities are extended for children's differing levels of ability and staff show a good awareness of children's individual needs, extending activities where needed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work well on their own and in small group situations. They work well independently and offer support to their peers. They demonstrate good levels of concentration and interest during planned and incidental activities. Children follow instructions well and listen attentively to staff. Children's work, achievements and contributions in-group situations are valued by staff, which enhances children's self-esteem.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and converse well with each other and staff. They confidently discuss and link sounds to letters and have opportunities to recognise these in familiar words, such as their names and labelled resources. Children are confident in their handling of books and participate fully in story times. Opportunities are available for children to use emergent writing in a number of situations, however, children are not always encouraged to label their own work.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children explore a good range of mathematical concepts and ideas through a range of well-planned activities. Good opportunities are provided for children to understand about measure, weight, shape and comparisons. They are beginning to develop an understanding of addition, subtraction, and children that are more able, are extended well by staff in this area of their learning. Children count confidently to 10 and beyond, with some being able to recognise numerals independently.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about a range of cultures and engage in practical activities to support their understanding of how different festivals are celebrated. Staff provide activities and resources to encourage children to independently select, explore, and investigate. Planned activities help children to find out about living objects and to identify and observe natural changes. Children have regular access to information technology equipment within many play situations.

**PHYSICAL DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
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Children participate enthusiastically in music and movement sessions to help develop their co-ordination and sense a spatial awareness. They use a very good range of large and small equipment, through well-planned activities, for example manoeuvring themselves through the obstacle course. Children are confident in their handling of tools, such as pencils, scissors and brushes. Topics and planned activities help promote children's understanding of their own bodies and personal health.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
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Children are given many opportunities to use their imagination, for example through art and craft activities, role-play and their own initiated ideas. They enjoy singing sessions and learn how to explore sound patterns using a variety of musical instruments. Children are encouraged to use their senses and explore a range of materials, both natural and man-made for example, sand, play dough and within the discovery room by the use of tactile boards, feely bags and a range of other mediums.

**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 weaknesses to report but consideration should be given to the following area;
- provide children with opportunities to label their own work.

*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.*