



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 113800

DfES Number: 523118

INSPECTION DETAILS

Inspection Date	10/06/2004
Inspector Name	Maureen Acton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Treasure Box Nursery
Setting Address	73 Victoria Drive Bognor Regis West Sussex PO21 2TD

REGISTERED PROVIDER DETAILS

Name	Mrs Joan Hughes
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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

Treasure Box Nursery opened in 1978 and was set up by Bognor Regis Baptist Church. It is managed by a committee, which includes pre-school staff and church representatives. The nursery is situated to the rear of Bognor Regis Baptist Church, which is located in the centre of the seaside town of Bognor Regis. It provides sessional care and serves families in the local urban, seaside town. Accommodation includes a very large classroom, toilet facilities and an enclosed outside play area. The nursery have use of the church hall which they use for inside physical play.

There are currently 59 children from 2 years to 5 years on roll. This includes 21 funded 3-year-olds and 33 funded 4-year-olds. The setting supports children with special educational needs and English as an additional language. The group opens 08.45-11.45am and 13.15-16.15pm Monday to Friday term time only. Children attend on a sessional basis and are able to stay for lunch until 12.15pm or arrive for lunch at 12.45pm.

The manager is qualified and works alongside 3 other full-time members of staff, all of whom are qualified. the setting receives support from the local Early Years Development and Child Care Partnership. It liaises closely with the local primary schools in the area and other early years settings.

How good is the Day Care?

Treasure Box Nursery provides good quality care for children.

The operational plan is a clear indication of nursery practice and children are well supported by qualified and experienced staff. The nursery environment is bright and attractive and welcoming to parents and children. Children have independent access to an extensive range of equipment and resources, which are used effectively by staff to extend children's learning. Most of the required documentation is in place and this is regularly reviewed and updated.

Staff have defined roles and responsibilities and communicate effectively to ensure

children's safety at all times. Staff discuss the importance of keeping safe and healthy with children and encourage them to follow good hygiene procedures. Effective use is made of snack time to promote healthy eating. Staff show a very good understanding of equality and ensure that all resources and activities are freely available to all children. Excellent systems are in place to support, monitor and review the progress children with special educational needs make. Staff have a good understanding of child protection issues and how to implement local procedures.

Interaction between staff and children is excellent. Staff have a good knowledge of children's needs and abilities and use effective questioning to extend their learning. Staff plan and implement an exciting, stimulating and well-balanced programme for all children. Children are valued and their behaviour is very good. Staff praise and encourage children continually increasing their confidence and self-esteem.

Very good relationships are established and maintained between parents and staff. Staff provide effective support for the induction of new parents and children. Parents are provided with detailed information about the nursery routines and curriculum. They are invited to contribute to the assessment of their child and play an active role in their learning.

What has improved since the last inspection?

Not applicable

What is being done well?

- Excellent use is made of snack-time to promote healthy eating, children's independence and build relationships between children and staff. Children follow good hygiene procedures, collect their snack and drink, find their name card and sit at the table. Staff encourage children to talk about the activities they have participated in during the session. Children enjoy talking about their families and home life and develop good social skills.
- Relationships within the nursery are good. Staff have a good knowledge and understanding of children's individual needs and family and home circumstances. They help children to value one another and praise them continually, which impacts on the relationships children build with staff and their peers. Staff provide many opportunities for children to share news, for example during registration time, and children are confident and enjoy sharing their experiences.
- Staff support children's role-play well. Children enjoy expressing their imagination and acting out different roles. Staff interact well and involve themselves in children's play when invited. For example, one member of staff supported one child initially, and then a group of children, to make a bus and enjoy pretending to be the driver, the conductor and the passengers. This experience provided children with many learning opportunities, for example number recognition, discussion around money and tickets and where the bus was taking individual passengers.

- Excellent use is made of the outside play area to incorporate the six areas of learning. Children have opportunities to access a range of equipment, tools and resources independently, enabling them to explore a wide range of media and materials, books, writing materials and engage in imaginative play. An excellent range of large and small equipment is available, including bicycles, balancing equipment, balls and hoops. A role-play area is set up outside and opportunities to use a range of construction equipment.

An aspect of outstanding practice:

The organisation of the environment is excellent. The large room is sectioned off into many areas using furniture and low level screens, such as the quiet area, creative area, role-play area and construction area. All equipment and resources are at low level and stored on open shelves and these are all labelled. Children have opportunities to freely access all equipment. A child made some flags and then decided to put them into a sand castle. The sand in the tray was dry sand. The child fetched a jug of water and poured it onto the sand to make it wet. She was then able to build her sand castle and carry out the task she wanted to do. The organisation and accessibility of resources promotes children's opportunities to be fully independent and they develop excellent concentration skills playing an active role in their learning.

What needs to be improved?

- existing documentation, to include contact details and times visitors are present in the nursery and procedures should an allegation of abuse be 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
14	Record contact details and times of arrival and departure of visitors to the

	nursery, and develop the child protection procedure to include arrangements should an allegation of abuse be made against a member of staff.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Treasure Box Nursery offers high quality nursery education.

The quality of teaching is very good. Staff have an excellent understanding of the stepping stones, early learning goals and how children learn. They provide children with opportunities to achieve their full potential. Staff use children's assessments to help plan their next stage of learning, and pitch activities at levels to support and challenge all children. A variety of teaching methods enables staff to introduce skills and knowledge and to consolidate learning that has already taken place. Sessions are well organised to allow children to learn in different sized groups and effective systems are in place to fully include children with special educational needs.

Excellent use is made of time, space and resources, which enables children to develop high levels of independence and confidence and their behaviour is very good.

Leadership and management are very good. The effective management structure ensures excellent communication takes place between the staff team and the aims of the nursery fully achieved in practice. Staff work together to plan, implement and evaluate the curriculum and the effectiveness it has on children's progress. Effective systems are in place for management to monitor and support the performance of the staff and encourage professional development.

The partnership with parents is very good. Parents are well informed about their child's achievements and progress through daily discussions and consultation meetings with their child's key worker. Staff complete termly progress reports, although these are not currently sent home, and discuss suggestions of how to extend children's learning at home during consultation meetings. Parents are invited to contribute to children's achievement records. Excellent relationships are established and parents value the dedication of the staff and the contribution they make to the early stages of their child's development.

What is being done well?

- A high standard of teaching enables children to make very good progress in all areas of learning. Staff make excellent use of daily routines, planned activities and incidental opportunities to support and challenge all children. The organisation of the nursery and accessibility of resources enables children to play an active role in their own development. They develop high levels of independence, express excellent imagination and demonstrate very good concentration skills.
- Staff encourage parents to be involved in their child's learning through a variety of ways, such as helping out in sessions and contributing to the assessments of their child's progress. Photograph albums increase parents' understanding of how children make progress towards the early learning

goals through play. Activities and experiences illustrated show links to the stepping stones and parents receive detailed information, both verbally and in written form, about the foundation stage of learning during the induction period.

- Systems to monitor and assess children's achievements and progress are detailed and comprehensive. All staff observe and assess children through self-chosen play and planned activities, and key workers are responsible for updating their individual children's records of achievements. Staff identify individual learning targets for children, which are used effectively to plan the next stages in their learning, ensuring children have opportunities to achieve their full potential.
- Children's early reading and writing skills are well developed. They have many opportunities to practice emergent writing, for example during role-play, in the outside area, in the writing area and using media such as sand and rice. Children have free access to explore a range of writing tools and materials. They have many opportunities to practice linking sounds to letters and recognise simple words. For example, use of name cards, all resources are labelled and familiar words displayed.

What needs to be improved?

- opportunities for parents to receive and make comments to termly progress reports.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. They were asked to develop the role of the special educational needs co-ordinator. This has now been fully achieved and children with special educational needs are well supported and included into the setting. Training has been attended and the co-ordinator has a good knowledge and understanding of how to use the code of practice. Excellent systems are in place to observe, monitor and review progress children make and work closely with parents and other professionals involved in the care of the child. Detailed records are held and updated and used to plan individual targets to help children make progress and focus teaching.

The nursery were also asked to find ways to encourage parents to contribute to the assessment process, by sharing their knowledge of the child's learning at home. This is now achieved during the induction process for new parents and children. Parents contribute to the initial assessment of their child and are then invited to make contributions to children's achievements records during consultation meetings with key workers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children play an active role in their own development and suggest ideas about their play. They show high levels of independence and freely access all resources and materials. Children work together and co-operate with one another in a variety of situations, for example during role-play and packing away activities. They develop positive relationships with staff and their peers and show concern for one another. Children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact well with one another and express their ideas through imagined and real experiences using a good range of vocabulary, for example, discussion around flying and imagining what it is like to fly. They practice sound and letter recognition and show an awareness of alliteration. Children enjoy sharing and exploring a wide range of stories and information books and make predictions about what happens next. They develop very good reading and writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently and recognise numerals in a variety of situations. They engage in an exciting range of practical activities to explore size, shape, weight and patterns, for example, they explore objects that float and sink in water, and shapes and patterns using the parachute. Children suggest how to solve practical problems such as how to make the ice change to water, learning to sequence and make predictions. They record simple operations, for example the colour of children's eyes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy using their senses to explore and investigate and have independent access to a wide range of resources, which effectively support their learning in this area. This includes a varied range of information and communication technology. They show high levels of concentration and great skill when building and constructing models. Children learn about their local community and the wider world through discussion and planned topic work, including a variety of cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children develop a good sense of space as they use the parachute and show great skill and co-ordination in independently using a range of tools and equipment, for example, using climbing and balancing apparatus, bicycles, scissors and knives. They learn about changes that take place in their bodies, such as discussion around the change in heartbeat after exercise, and how to keep themselves safe and healthy in the sun and about the importance of healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination and express themselves freely in a variety of situations, for example, they enjoy engaging in role-play and use puppets and story sacks to re-tell stories to their peers. They explore a wide range of media and materials, including clay, dough, pasta and paints and use their senses to taste foods, listen to and identify sounds and describe objects through touch. Children enjoy singing and learn about rhythm and explore different sounds instruments make.

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 improving the following:
- provide parents with a copy of their child's termly progress report and invite them to make comments.

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.