



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 113701

DfES Number: 549031

### INSPECTION DETAILS

Inspection Date 01/03/2004  
Inspector Name Felicity Gaff

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Southdown Nursery  
Setting Address Gervays Hall, Jarvis Lane  
Steyning  
West Sussex  
BN44 3GL

### REGISTERED PROVIDER DETAILS

Name Southdown School Trust 38235559

### ORGANISATION DETAILS

Name Southdown School Trust  
Address Gervays Hall  
Jarvis Lane  
Steyning  
West Sussex  
BN44 3GL

## 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

Southdown Nursery School opened in 1999. It is run by a charitable trust and is held in a school building in Steyning. It has a fully enclosed area for outdoor play. The nursery serves families from the local residential area. It provides sessional care for 22 children aged between two and four years on Monday to Friday mornings during term times. There are 28 children on roll including 4 four-year-olds, all of whom are funded, and 16 three-year-olds, of whom are 15 funded. No children speak English as an additional language and one child has Special Educational Needs. There are four members of staff, all of whom are qualified, and one qualified bank staff member. The nursery receives regular support from a teacher advisor from the Early Years Development and Childcare Partnership. All staff attend First Aid and Child Protection Training, they also attend further professional training to enhance their knowledge and awareness.

### How good is the Day Care?

Southdown Nursery School provides good care for children. The staff work together effectively as a team. They provide bright, clean and attractively decorated play areas that are organised well to use all available play space. They provide a wide range of interesting play materials that are easily accessible to the children. Resources reflect cultural and ethnic diversity and are attractive to both girls and boys. The manager acts swiftly and effectively to rectify any weaknesses identified. Staff, trustees and parents work well together to identify how to develop the provision to improve it still further, for example by redesigning the garden.

The manager has very good systems in place to ensure the needs of each child are known by all staff. Play activities are planned to promote inclusion. All staff undertake first aid training and there are appropriate arrangements to promote children's health and hygiene. All required documentation is in place and is generally satisfactory. Staff have a basic understanding of child protection procedures.

Staff plan and provide a wide range of interesting, imaginative play opportunities which challenge children and help them learn. They ensure children take full

advantage of the large, attractive outdoor play area. They have high expectations of the children, particularly of their behaviour. The manager has established a distinct, child and family centred ethos. Staff model high standards of courtesy and consideration which the children reflect in their dealings with each other. The rhythms and routines of the nursery help children learn to co-operate and to develop high self esteem.

The nursery creates very good partnership with parents. Parents think very highly of the friendly, caring and welcoming atmosphere. There are very good arrangements for sharing information with parents and for building excellent relations between home and nursery. Children's confidential details are stored securely.

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

At the last inspection the provider was asked to organise first aid training and to develop an action plan to ensure the person in charge was suitably qualified. All staff now have first aid training. The manager has undertaken further training and an action plan is in place for her to obtain a level 3 qualification as soon as a suitable course is available. The garden has been improved by the development of a fenced hard play surface so that children can play outside in all weathers.

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

- The staff and trustees provide warm, welcoming and well-decorated premises. They ensure all areas are safe. The outdoor area is used very well to provide a rich learning environment for the children. Children engage in vigorous physical activity daily; they build dens and explore sand, soil and water. They grow plants and observe the world around them closely.
- The rhythms and routines of the nursery promote a child and family centred provision. The manager creates a distinct ethos that values and includes each individual. There are very good systems to ensure children's needs are known by staff; information from parents is used effectively to ensure specific needs are fully understood and met.
- The children's behaviour is very good. Staff provide excellent role models and children behave in a similar manner to staff, visitors to the group and to each other. Children show care and concern for the welfare of others. Staff encourage children to make their own decisions about what they do and the tools they might need. They allow children the time to learn and practise the skills they need to develop personal independence, for example in dealing with their own coats and boots.
- Partnership with parents is very good. There are good systems in place to ensure a regular exchange of information about children's social and educational progress. Parents value the relaxed, purposeful atmosphere and recognise the benefits to their children. Parents are encouraged to become involved in the nursery through a voluntary parent helper rota. Many parents contribute their time and skills to enhance the provision.

### What needs to be improved?

- the implementation of the action plan for improving the manager's qualifications;
- the recording of fire drill details;
- staff's knowledge and understanding of child protection issues;
- the child protection statement to included contact numbers and procedures should an allegation be made about 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
1	Implement the action plan that sets out how supervisors will achieve a level 3 qualification
6	Improve the recording of fire drills to include more detail
13	Develop staff's knowledge and understanding of child protection issues.
13	Improve Child Protection statement to include contact names and numbers for the local police and social services department, and of the procedures to be followed should an allegation be made 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 Southdown Nursery School is of high quality. Children are making generally good progress towards the early learning goals in communication, language and literacy development and in their knowledge and understanding of the world. They make very good progress in all other areas of learning.

The quality of teaching is very good. The staff have a good understanding of the foundation stage and how children make progress along the stepping stones. They make effective plans that show clearly what children will do, what they will learn, and how all children will be included. They make regular observations and assessments which are linked to the stepping stones. They monitor children's progress regularly and share records with parents. They use information obtained from parents in planning to meet individual needs. Staff have high expectations of children in all areas of learning. They work closely with them at all times; they know them well and adapt activities skilfully to meet individual needs.

The manager has a clear vision for the nursery and has high expectations of staff and children. She creates a distinctive, positive, caring ethos. She has effective systems to ensure the particular needs of children and families are well known and met. She takes steps to identify any weaknesses in the provision and improves them promptly. She successfully involves parents as full partners in their children's learning.

Staff work closely with parents to ensure children's personalities and individual styles of learning are known and any specific needs met. Information from parents is used well to inform future planning. Parents and staff meet regularly to discuss and plan for children's progress. Staff monitor and continuously improve the documentation parents receive. Parents are delighted with the nursery and the stimulating provision.

### What is being done well?

- Staff provide a rich variety of practical play experiences. They use all areas of the nursery well. Children have daily opportunities to run, ride, climb and slide outside. Staff understand how to use first hand play experiences to enhance children's learning.
- Staff have very high expectations and encourage them to behave well. They recognise and reward children's efforts to conform. They teach children how to behave by their personal example. Children are cooperative towards staff and show spontaneous courtesy and concern towards each other.
- There is a well established system for welcoming new children into the nursery that ensures they are well known by all staff. Parents and staff

discuss individual requirements in depth and information obtained is used to plan for any particular needs. There are regular opportunities for parents and key staff to meet to discuss children's progress and plan for their future learning.

- Nursery routines promote children's independence and encourage them to make decisions. They pour their own drinks, move their own chairs and put on their own coats and boots. Staff help children develop independence in personal care.

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

- Planning to ensure that children make good progress in all areas of learning.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff model courtesy and concern very well and children reflect the nursery ethos in their play. Children are helpful, considerate and resourceful; they show very good understanding of how to work harmoniously together and with adults. Plans show how activities are devised and adapted to meet the needs of children still moving towards conformity.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff use role play and planned focus activities well to help children understand about reading and writing and to develop the necessary skills. Children use language confidently to plan, explain and negotiate. Plans do not show how children make progress in linking sounds and letters. Staff miss some opportunities to help children develop their emergent handwriting skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff use well chosen, interesting, planned topics and activities to help children explore numbers. They provide opportunities for children to sort and match by comparing shape, size and pattern. Children demonstrate their understanding of number in their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

There is very good provision for children to explore their local environment. Staff plan many imaginative play opportunities that encourage children to engage in absorbing activities indoors and out. Children explore and find out about how things work. There are limited plans showing how children learn about time, and some topics for learning about place show unrealistic expectations.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff make very good provision on a daily basis for planned, vigorous physical activity. They plan and provide imaginative challenges to engage and interest all the children. Children learn to choose and correctly handle large and small equipment with skill and care.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Staff plan many imaginative opportunities for children to explore a wide range of different media. There is a good balance of adult and child led activities and of individual and group work on both large and small scales. Staff use plans well to encourage children to explore and learn about different materials and techniques. However, plans for music do not show clearly how children make progress.

**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:
- improve planning to ensure that children make good progress in all areas of learning.

*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.*