



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY281596

DfES Number: 549061

INSPECTION DETAILS

Inspection Date	18/05/2004
Inspector Name	Maureen Croxford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Old School Nursery
Setting Address	The Old School Bersted Street Bognor Regis West Sussex PO22 9QE

REGISTERED PROVIDER DETAILS

Name	The Old School Nursery Ltd 4163202
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ORGANISATION DETAILS

Name	The Old School Nursery Ltd
Address	The Old School Bersted Street Bognor Regis West Sussex PO22 9QE

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 Old School Nursery opened under its current registration in 2004. It operates from one large hall and one smaller, adjoining room in an old school building in South Bersted, near Bognor Regis, West Sussex. The nursery serves the local area and surrounding villages.

The provision offers sessional care for 24 children aged 2 to 5 years. There are currently 35 children aged from two to five years on roll. This includes 20 funded three-year-olds and 7 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a child with special needs.

The group opens five days a week and sessions are from 09:15 until 12:30. There are seven staff who work directly with the children. Most of the staff have early years qualifications to NVQ level 2 or 3 or are currently working towards a suitable childcare qualification.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership as well as other agencies such as Portage.

How good is the Day Care?

The Old School Nursery offers good quality care for children. Most staff hold appropriate qualifications and see the updating of training as very important. The space and resources are well organised to ensure that children are well cared for. The staff team maintain high adult: child ratios and work well together. They provide a welcoming environment by displaying the children's work and posters on the walls and room dividers. Children have access to a good range of toys and activities. All required documentation is in place and stored in line with regulation.

Safety procedures are in place and staff have a high level of awareness of risks to children's health and safety. Health and hygiene practices are promoted by ensuring that the children wash their hands at the appropriate time to prevent the spread of germs. Nutritious snacks and drinks are provided at regular intervals. All children are

treated as individuals and staff are fully aware of their needs. Strategies are in place to ensure that children with special needs are fully integrated.

Staff plan the curriculum and provide many resources and toys that offer children a varied range of interesting and stimulating activities which develop children's knowledge and understanding in all areas. Staff interact well with children, act as good role models and use praise and encouragement to build children's self-esteem and confidence, although they do not always use a full range of behaviour management strategies, for example, in large groups.

Good relationships are developed between staff and parents and all staff make themselves available to discuss individual children's needs. They are kept informed of the groups procedures through the prospectus, newsletters, notice boards and discussions.

What has improved since the last inspection?
Not applicable

What is being done well?
<ul style="list-style-type: none">● Most staff hold suitable childcare qualifications or are on training programmes and have a good understanding of the National Standards. Their training and experience enables them to provide quality care for children.● A well-planned stimulating environment is created by staff, where children learn through a wide range of practical activities and make good use of resources.● Staff interact with the children and have a good understanding of their individual needs and home circumstances.● Staff build good relationships with parents and carers to ensure consistency of care between home and the provision. They make themselves available, on a regular basis, to discuss the children's individual needs.

What needs to be improved?
<ul style="list-style-type: none">● staff's awareness and understanding of effective ways to manage children's behaviour during large group times.

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
11	develop further staff's awareness and understanding of effective ways to manage children's behaviour during large group times, taking into account their age and stage of development

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 Old School Nursery is acceptable and is of a good quality and children are making generally good progress towards the early learning goals.

The quality of teaching is generally good and staff are skilled in their teaching methods. They have an understanding of the foundation stage and use their knowledge to enable each child to progress towards the early learning goals. They are qualified, experienced and work well together to create a calm, welcoming environment, where children are motivated and feel secure. Staff use good questioning techniques and encourage children to think and express their own ideas.

Staff plan a variety of stimulating and practical activities, both inside and outside, and understand what children learn from them, although some opportunities are missed for children to write for a purpose or to develop their understanding of simple calculation and comparison. While some assessment of children and evaluation of activities takes place, planning does not always take into account children's individual needs. Staff independently support all children and help them to make good progress. Children are encouraged to be helpful and supportive to each other.

Leadership and management of the provision is very good. Staff work extremely well as a team, are well deployed and fully supported by the providers. Professional development is valued and staff are encouraged to attend further training. Regular staff appraisals are held to ensure personal development.

The partnership with parents is very good. Parents are kept well informed about the provision, forthcoming topics and their children's progress towards the early learning goals. They are made welcome in the pre-school and have opportunities to become involved in activities. There are effective systems in place to share information, including open days, newsletters, a notice board and welcome packs.

What is being done well?

- Children develop good relationships with adults and other children in the pre-school. They learn to co-operate, share resources and work well together. They are happy, confident and interested in the activities offered.
- Children learn to work independently and select resources for themselves.
- Staff help to develop children's confidence and support all aspects of their learning. They act as positive role models and offer praise and encouragement.
- Children are able to recognise their first names and are beginning to write their name with well formed letters. They are given opportunities to link sounds to letters through planned activities.

- Management have clear objectives and defined roles and responsibilities. Staff have a clear understanding of their strengths and weakness. They are supported and encouraged to participate in self-appraisals.

What needs to be improved?

- the further development of the language, literacy and communication programme to include opportunities for children to practice their writing skills;
- the extension of some aspects of the mathematical programme to include calculation and comparison;
- the use of developmental and assessment records to inform planning and extend learning for all children.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, confident and well settled. They enjoy a good range of activities and are able to show concern for others, share and take turns. Children develop good relationships with adults and other children in the pre-school. They are able to work independently and co-operate well when working as a group. Staff encourage children's independence and help them develop good self-esteem. Both three and four year children are developing an awareness of what is right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's communication skills are developing well. They are able to listen to and carry out simple instructions. Both three and four year olds handle books correctly and enjoy listening to stories. All four year old children are able to recognise their first names and are beginning to write their name with well formed letters, although there are few opportunities for children to practice their writing skills. They are given opportunities to link sounds to letters through planned activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to skilfully use and recognise numbers in everyday situations. They count confidently to 10 and beyond. They are encouraged by staff to use correct mathematical language in their activities. There are some opportunities for children to develop their skills in calculation and comparison. Children are developing an awareness of weight and capacity through the use of resources such as sand and water and practical activities such as cooking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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A broad range of topics and activities encourage children to explore, investigate and find out more about the world in which they live. They are developing an awareness of their own and other cultures as they celebrate a variety of festivals. They are able to relate to past events and are encouraged to do so by staff, with the help of good displays and photographs. A wide range of resources allow children to build their own creations and develop their own ideas.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to move around with confidence and are beginning to show a good awareness of space. They move with control and have good co-ordination. They have many opportunities to use a wide range of equipment and tools, both for large and small muscle development, including large outdoor equipment, threading and scissors. Children learn about health and hygiene through every day activities and planned topic work.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are offered a wide range of activities, both man made and natural. They explore shape, colour and texture, using different materials. They are encouraged to use their senses such as taste, sight, hearing and touch through practical activities such as cooking. They explore sounds through regular music and singing sessions and enjoy reciting simple songs and rhymes. Staff provide good opportunities for children to use their imagination, and express and communicate their ideas.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- development of the language, literacy and communication programme to include opportunities for children to practice their writing skills;
- extension of some aspects of the mathematical programme to include calculation and comparison;
- further use of developmental and assessment records and planning to challenge all children and further extend the learning of the more able children.

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.