



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109298

DfES Number: 570683

INSPECTION DETAILS

Inspection Date	22/04/2004
Inspector Name	Fran Fielder

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Maplehurst Nursery
Setting Address	The Ridge Hastings East Sussex TN34 2AA

REGISTERED PROVIDER DETAILS

Name	Mrs Ruth Szulecki
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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

Maplehurst Nursery opened in 1990 and moved to its current site in 2000. It operates from two rooms in a purpose built portacabin in the grounds of Sandown School. The group mainly serves families from the local area.

There is an enclosed outdoor play area for sole use of the nursery and the school grounds are also available.

There are currently 61 children from 2 to 5 years on the roll. This includes 26 funded 3 year olds and 18 funded 4 year olds. Children attend for a variety of sessions. The setting supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week all the year round except for Christmas and Bank Holidays. The group operate from 08.00 until 18.00 Monday to Friday.

There are three full-time and five part time members of staff. All staff have an early years qualification to NVQ level 2 or 3. and some are currently working towards a higher qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and from Sure Start.

How good is the Day Care?

Maplehurst Nursery provides good quality care for children.

A well-qualified and highly experienced staff team ensure the smooth running of the provision. They create a welcoming and stimulating environment where children can play in safety and comfort. Effective use of space allows children to move freely from one activity to another. Staff make good use of the outdoor play area giving children plenty of opportunity to enjoy physical play. All documentation is in place but some lack sufficient detail.

Entry to the provision is carefully monitored and staff are vigilant when children are playing out of doors. Staff have a good knowledge of child protection issues and act

appropriately if they have concerns. Staff observe good hygiene practice and teach children the importance of this through the daily routine. Meals and snacks encourage children to develop healthy eating habits. Staff cater for children's individual needs in every way. The provision for children with special needs is excellent. Resources and activities reflect positive images of all aspects of society.

Staff are good role models. They build warm relationships with the children. Staff teach children to value and respect each other. Children enjoy a wide range of games and activities that promote all areas of learning. Staff plan well and use good resources, skilfully and imaginatively, to maximise their effectiveness on children's learning. Children's behaviour is good and they respond well to constant praise and encouragement from staff.

Parents receive detailed information regarding the provision. The prospectus outlines the policies and procedures as well as giving information about the foundation stage of learning. A notice board displays information about activities and the learning aims. Details about agencies that can advise and support parents are also available. The excellent communication between staff and parents ensures children are cared for according to parents' wishes.

What has improved since the last inspection?

At the last inspection, the nursery agreed to write and update some policies and procedures. There is now a written procedure to be followed in the event of a child being lost. The complaints policy has been updated to include the name and address of the regulator. Prior written parental consent, to seek emergency medical treatment, has been obtained. The record of attendance for children and staff is well maintained. All information is stored securely and details of fire drills are kept. All documentation is now in place and staff are aware of the changes in policies and procedures. This ensures that children are looked after appropriately and that in an emergency all staff know and can follow the procedures.

The nursery were asked to ensure that children do not have access to the kitchen and other unsuitable areas of the nursery and that certain equipment was kept out of children's reach. Access to the kitchen is well monitored and the door is kept closed at all times. Children cannot access any area of the nursery that is unsuitable for children's use. This ensures children's safety at all times and prevents children from accessing items that may be dangerous.

What is being done well?

- Children are happy, relaxed and secure. Good relationships are built between adults and children. The highly experienced staff know the children well and ensure individual needs are met.
- Space within the nursery is well organised and the outdoor play area is used effectively through the year.
- Behaviour management is excellent. Staff skilfully and calmly intervene to support children whose behaviour is challenging and the children respond

positively.

- Parents receive plenty of relevant information regarding the provision and their children's development.

An aspect of outstanding practice:

Staff give high consideration to promote and enhance children's learning. Written action plans, as well as individual educational plans, outline how staff can meet special educational needs. Children's strengths are identified and built on while receiving support in areas they find difficult. Children who demonstrate exceptional ability have their learning extended while remaining with their peer group. The staff are in favour of inclusion and demonstrate their imagination and skill in promoting all areas of children's development.

What needs to be improved?

- the procedure to review documentation

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	implement a system to ensure a regular review of policies and procedures so that all relevant detail is included

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 Maplehurst Nursery is acceptable and of high quality. Children are making very good progress towards the Early Learning Goals in all areas of learning.

Teaching is very good. Staff create a stimulating environment using children's work and jointly made wall displays. Staff have a good knowledge of the foundation stage and of how children learn. Activities are well planned and differentiated to ensure all children's learning needs are met. Staff are very imaginative and skilfully use space and resources to enhance children's learning in all areas. Books and writing materials are easily accessible but not always easy to see. Staff use observations on children's achievements to inform the planning. Action plans ensure any special needs are addressed. Staff listen and respond to children's interest and often follow children's ideas to initiate learning. Staff question the children appropriately to encourage their ideas. They are calm and consistent in their approach to behaviour management.

Leadership and management is very good. Staff attend training and any new ideas are put into practice in the nursery. Regular one to one meetings identify individual strengths. Staff know and understand their role within the nursery. Staff meet regularly to evaluate their work and to plan future activities. All members of the staff show commitment to the development of the setting and what it provides for the children.

The partnership with parents and carers is very good. They feel welcome and well informed. They appreciate the friendliness and approachability of the staff. Parents receive information about what the children are learning through newsletters, displays of plans and discussions with staff. There are good systems in place for formal and informal feedback regarding children's progress.

What is being done well?

- Staff have a good knowledge of the stepping stones and demonstrate an excellent understanding of how children learn. They know the children well and plan according to individual needs.
- The provision for personal, social and emotional development is a particular strength. Staff raise children's self esteem with constant praise, support and encouragement. Children learn independence and show kindness to others.
- Every situation is used as a learning experience for the children. Sometimes plans are quickly adapted to allow staff to pursue a child's interest or a change in the weather.
- Parents receive support, advice and guidance from the staff. Parents feel valued and are asked to contribute to their children's learning.

What needs to be improved?
<ul style="list-style-type: none">● the placement of books and writing materials so children can easily see these

What has improved since the last inspection?
<p>The nursery has made very good progress since the last inspection.</p> <p>The group were asked to revise the assessment records so that children's progress towards the early learning goals is more clearly recorded. The system of recording now indicates clearly the progress children make and this enables staff to plan more easily for the next stage in a child's learning.</p> <p>The nursery were also asked to display books more effectively so that children's independent use of them is promoted. Books are displayed on book shelves and a table and children can easily choose for themselves. The book area is well used by children.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident and show independence. They ask questions and show interest in the things around them. They are developing good relationships with staff and peers. They relish new experiences and tackle these enthusiastically. They understand the routines and respond well to requests to clear away toys. Children co-operate and work well together in small and large groups. Children are polite and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are developing well. They speak confidently in small and large groups and learn about different ways to communicate, such as Makaton. Children enjoy books and handle these carefully. They relate well-known stories by looking at the pictures. There are opportunities for children to write during focused activities and self-chosen activities such as role play. Some children recognise the letters of the alphabet and can identify these when trying to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers and mathematical language through a range of well-planned, practical activities. They show an interest in patterns and enjoy re-creating these by making spirals out of clay for their model snails. Children are developing a good understanding of basic addition and subtraction through songs and number rhymes such as 'Five Little Speckled Frogs'. Children have good opportunities to explore capacity using 'slime', sand and water. They recognise squares, circles and triangles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore using their senses and are able to recognise similarities and differences in living things by looking closely at minibeasts and building a wormery and ant farm. Children are confident when using information and communication technology. They talk knowledgeably about past events in their own lives and can recall significant events in the nursery. Children learn about other cultures through a range of interesting topics such as dances from around the world and nursery rhymes.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to develop co-ordination through planned outdoor activities such as the parachute game. They negotiate space well and manoeuvre ride on toys competently. They handle and use small tools well and know that these have a purpose. They learn about healthy eating and the changes in their bodies when they get hot after playing outside. They enjoy music and movement and respond to different types of music with large and small expressive movements.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children take part in an interesting range of craft activities that promote imagination and creativity. They enjoy experimenting with different paints and malleable materials. They mix colours to create new ones. They have plenty of opportunities to explore sound by making music with instruments and voices. They sing with enthusiasm and have a wide repertoire of songs. They express themselves freely during role-play and enjoy acting out familiar scenarios such as visits to the doctor.	

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:

- Point for consideration:
- Increase the access to books and writing materials in the Busy Bees area of the nursery

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.