



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 156387

DfES Number: 538263

INSPECTION DETAILS

Inspection Date	10/05/2004
Inspector Name	Fran Fielder

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sure Start Nursery
Setting Address	Hailsham East Community Centre Vega Close Hailsham East Sussex BN27 2JZ

REGISTERED PROVIDER DETAILS

Name	Sure Start
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ORGANISATION DETAILS

Name	Sure Start
Address	Hailsham East Community Centre Vega Close Hailsham East Sussex BN27 2JZ

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

Sure Start Nursery opened in 2001. It operates from Hailsham East Community Centre. There is a baby room with sleeping facilities, a toddler room and a room for children over three years. Other rooms in the centre are also available. There is a fully enclosed outdoor play area with a separate area for babies under two years. There are toilet and kitchen facilities. There is wheelchair access. The nursery is located close to schools and shops. It serves families from the local community and surrounding area.

There are currently 72 children, aged under eight years, on roll. This includes twenty funded three year olds and seven funded four years olds. The setting makes provision for children with special needs and for those who speak English as an additional language.

The nursery opens five days a week from 08.00 until 18.00 depending on demand. Sessions are from 09.30 until 12.00 and 13.00 until 15.30 all year round excluding Christmas and Bank Holidays. The nursery also closes for one week during September. Children attend a variety of sessions and some stay all day.

Seven members of staff work with the children. Six members of staff have a recognised early years qualification. One member of staff is on a training programme. All staff hold a current first aid certificate. The setting receives support from an advisor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Sure Start Nursery provides good quality care for children under eight years.

A highly motivated and well-qualified staff team work well together to create an interesting and stimulating environment for children. There is a good induction programme for new staff and the team benefit from ongoing training. The rooms used by the children are well laid out allowing children to move freely from one

activity to another. There is a wide range of toys and resources, both indoors and out, that cater for all ages. All documentation is in place but some lacks sufficient detail.

The security of the premises is excellent. Regular risk assessments ensure areas used by children are free from potential hazards. Staff observe good hygiene practice and children follow this example during daily routines. Staff provide healthy snacks and cater for children with special dietary needs. Staff acknowledge children's individuality and provide a good range of resources and activities that reflect positive images of diversity. The nursery has experience of caring for children with special needs and makes good provision for children who speak English as an additional language. Staff have a good knowledge of child protection issues and know how to proceed if they have concerns about a child in their care.

Staff build warm relationships with the children that make them feel safe and happy. A varied programme of activities ensures all aspects of children's developmental needs are well met. Behaviour management is good and children respond positively to a calm and consistent approach by staff. Staff know the children well and are committed to meeting individual needs.

Parents and carers receive good information about the nursery through notice boards and newsletters. They also receive details of local events and services available at the centre. Good 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 were asked to write the procedures to be followed if a child is lost or not collected, a special needs policy, the procedures for outings and an admissions policy. All policies and procedures are in place. They are understood by staff and shared with parents. This contributes to the safety and welfare of the children and ensures children's individual needs are met.

The group were also asked to obtain prior written consent from parents to seek emergency medication and to devise a risk assessment. Parents sign a form giving staff the permission to seek medical help in an emergency. This ensures any urgent treatment can be administered quickly.

A regular risk assessment identifies any potential hazards. Staff and management address safety issues quickly and efficiently to ensure the safety and comfort of the children in their care.

What is being done well?

- Behaviour management is excellent. Staff are good role models and treat children with respect at all times. Staff are sensitive and consistent in their approach and children are given one to one support to help them understand the benefits of good behaviour.

- Staff have a good understanding of child development and know the children well. Staff's efforts to promote a good partnership with parents and carers ensure that children feel safe, confident and happy and that children's individual needs are met.
- Staff create a warm and welcoming environment for all. Beautiful displays demonstrate how children's achievements are valued.
- Staff and management are constantly reviewing existing practice to identify areas for improvement. The commitment to training ensures staff are well equipped to provide the best possible care for children.

What needs to be improved?

- the child protection policy
- the complaints policy
- the registration system for adults working with children

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
12	Ensure the complaints policy includes contact details for the registering body and that this is shared with parents
13	Ensure all relevant details are included in the child protection policy
14	Ensure the registration system clearly shows the arrival and departure time of adults looking after children

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 Sure Start Nursery is acceptable and of good quality. Children are making generally good progress through the stepping stones towards the Early Learning Goals. Progress in personal, social and emotional development and creative development is very good. Progress in all other areas of learning is generally good.

Teaching is generally good. Planning shows a good understanding of the foundation stage and of how children learn. Staff are enthusiastic when introducing activities ensuring children are well motivated. Staff manage children's behaviour very well and the children are calm, busy and happy. The sessions are well organised and run to a regular routine which gives children a feeling of security. Resources are plentiful and of good quality. Staff make regular observations during focused activities and use these to inform the planning. Observations during free play activities are sporadic. Support for children with special needs or English as a second language is good.

Leadership and management are generally good. Staff and managers understand their clearly defined roles within the nursery. There is a strong commitment to training for all staff and regular meetings identify areas for improvement. Management allow staff insufficient non-contact time to properly assess children's stage of learning making it difficult for them to set appropriate challenges. There is no formal monitoring of teaching or evaluation of the education provision.

Partnership with parents is generally good. Staff are friendly and approachable and give regular informal feedback. Staff are keen to involve parents in their children's learning but the process is not yet effective enough. Notice boards and regular newsletters inform parents of events and services offered by the centre. Parents receive little information regarding the foundation stage although details of activities are on display.

What is being done well?

- Children are very confident and build good relationships with adults and peers. They show high levels of concentration, work well both independently and in groups, and demonstrate an understanding of each other's needs.
- Children show their creativity and imagination in many ways. They express themselves effectively through music, painting, collage work and role-play.
- Children listen and communicate well. They take turns in speaking and express themselves clearly using newly introduced vocabulary. Staff support an encourage these skills in all activities such as circle time, cooking and story time.

- Staff plan an interesting range of activities and present these enthusiastically to capture children's attention.
- Staff and management show commitment to improvement. Training is available to all and innovative ideas are listened to and introduced to improve all aspects of the provision.

What needs to be improved?

- the information given to parents regarding the foundation stage curriculum
- the system of monitoring and evaluating practice
- the use of observation

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and enthusiastic. They enter the nursery eagerly and settle quickly. They immediately seek out friends to play with or chat to staff who listen attentively to the children's news. They enjoy new experiences and concentrate well at adult led and self chosen activities. Children's behaviour is good and they have a positive attitude towards learning, showing interest and curiosity. Children get on well together and are aware of the need to share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently during circle time and use good vocabulary to describe outings with friends and family. Their listening skills are developing well. They enjoy stories and handle books carefully. The print rich environment helps children understand that print carries meaning. Most children recognise their name and some recognise the sounds of letters. Writing materials are freely available and children spend time writing for a purpose especially during role play where they make lists.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently. They recognise flat shapes and use these to describe objects around them. Their understanding of number is reinforced during activities such as cooking and through daily routines such as snack time. They are developing an understanding of simple number operations such as addition and subtraction during singing and group games. They sort, match and compare and use language related to size such as small, smallest and big, biggest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are keen to explore natural and man-made objects. They use a range of tools competently to construct models using their own designs. Children relate past events and show an understanding of time. They are developing an awareness of their own and other cultures through a variety of interesting activities. Children use communication technology effectively but have limited access to a computer.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate good manipulative skills in their use of scissors, puzzles and construction toys. They move with confidence and show a growing awareness of space and obstacles. They play worthwhile games with small apparatus such as balls and bean bags to develop their hand and eye co-ordination. Children learn about health and hygiene during planned activities and good daily routines. Children have regular access to suitable equipment to develop their climbing and balancing skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children take part in a wide range of stimulating activities. They draw and paint creatively and have the opportunity to use and experiment with a variety of media. They create interesting collages that show exploration of different textures. They enjoy music and movement sessions which encourage them to express themselves. They create their own music using various instruments. A well resourced role-play area excites children's imagination and they act out many different scenarios.	
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

- Allow staff sufficient time to make better use of observations so they can extend the planning to incorporate appropriate challenges for older or more able children across all six areas of learning.
- Develop the current information given to parents about the foundation stage to enable them to become more involved in their children's learning.
- Devise and implement a system to monitor and evaluate practice in the nursery and to identify, and build on, the individual strengths of the staff

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.