



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511228

DfES Number:

INSPECTION DETAILS

Inspection Date 07/07/2003
Inspector Name Peter Bolton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Meadows Nursery School
Setting Address 5-6 Fletcher Close
Hailsham
East Sussex
BN27 2BW

REGISTERED PROVIDER DETAILS

Name The partnership of Mr & Mrs Cossey

ORGANISATION DETAILS

Name Mr & Mrs Cossey
Address Maryland
Brand Road
Eastbourne
East Sussex
BN22 9PX

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 Meadows Nursery School, Hailsham, is the third and most recent addition to a chain of private nursery settings operating in East Sussex. It has been registered since 2001.

The premises are made up of two adjacent terraced houses that were adapted during their building to house the nursery. The accommodation is on two floors and comprises four rooms used for child care, toilets, a kitchen area, and an office. There is a large, secure, well-equipped garden for outdoor play.

Children attending the nursery come from Hailsham and the surrounding area and are a representative cross section of the local community. There are currently one hundred and four children on roll, of whom twenty-seven are funded three year olds and twenty-three are funded four year olds. Children attend for a variety of sessions. The nursery caters for children with special educational needs and those for whom English is an additional language.

Ten members of staff are employed to work with the children. All are full time and all have a suitable early years qualification to at least NVQ level III or equivalent.

The nursery is open on weekdays for fifty weeks of the year. It has successfully completed an accredited quality assurance scheme.

How good is the Day Care?

The Meadows Nursery School provides good quality care for children.

Children are happy at the nursery. They are confident, behave very well and are involved and keen to learn. The fully qualified staff group provides them with excellent support through careful and detailed planning and assessment. The staff are deployed well and work well as a team to organise a stimulating programme of activities for the children. Accommodation and the wide range of resources available are well used and colourful displays help create a welcoming environment in the

nursery.

Staff give a high priority to children's safety and ensure that the environment both indoors and outdoors is safe and secure. The care of children is positive and interactions between staff and children are of a warm and friendly nature. Adults foster good relationships between themselves and the children.

A positive partnership with parents is given a high priority. Parents receive detailed and helpful information about the setting and the use of a key worker system helps build positive relationships with parents. The nursery provides the necessary opportunities for keeping parents regularly informed of their child's progress.

What has improved since the last inspection?

At the last inspection, the nursery agreed to create and implement the procedures to be followed in the case where a parent failed to collect a child and a child was lost. Both procedures were produced and implemented within the required timescale.

What is being done well?

- Adults maintain caring, positive relationships with children so that they are relaxed and confident. The children arrive eagerly, settle quickly, are independent and interact well together. They behave very well.
- Children's progress is encouraged through very good planning and adult support.
- Activities both indoors and outdoors are used well. The range of toys and learning materials is varied to provide interest and challenges for children. Equipment is easily available, resulting in a stimulating and effective environment in which children can work and play.
- Safety is given a high priority. Positive steps have been taken to minimise hazards within the building and outside area, and to create a safe environment for children.

An aspect of outstanding practice:

The way that staff assess children and plan for their development is excellent. They are particularly skilled at using their detailed assessments of what children know and can already do to plan an interesting programme of learning opportunities suited to the needs of each child.

What needs to be improved?

- the recording of accidents and the administration of medication separately so as to ensure confidentiality.

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
7	consider keeping separate, individual records of accidents and the administration of medication to ensure confidentiality.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The setting offers very good quality pre school education where the children learn through a broad range of well planned stimulating and interesting activities. Children are making very good progress in all of the six areas of learning.

The quality of the teaching is very good; staff confidently refer to the early learning goals and stepping stones when identifying what children are expected to learn, when planning work and when assessing children's progress. They plan activities thoroughly and refer to previous evaluations to ensure that the activities offered are continuously being improved. The planning files are an exceptional resource maintained to very high standards and used effectively as a educational tool.

Detailed and comprehensive assessments of each individual child's strengths and weaknesses are used purposefully to plan a programme suited to the needs of each child and staff are particularly skilled at building on what individual children know and can already do.

The leadership and management is a key strength of this setting. There is a well-structured management system; staff are highly qualified and the management ensure that all have regular training opportunities to enhance their skills and build on their qualifications and experience.

Regular staff briefings ensure a shared understanding of good early years practice. Senior staff oversee planning and evaluate assessments to ensure the maintenance high standards.

The partnership with parents is very good. Parents are well informed about the preschool, its routines and the curriculum. Good quality written information for all aspects of the provision is made available to parents. Key workers have regular opportunities to feed back to parents verbally and in writing. Being more proactive in sharing written reports as they are produced rather than when a child leaves the setting could enhance the partnership with parents.

What is being done well?

- assessment, record keeping and planning strategies linked to the early learning goals and stepping stones;
- the provision of wide range of stimulating and interesting activities to help children make progress in all areas;
- the development of staff, ensuring their confidence in all of the areas of learning.

What needs to be improved?

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| <ul style="list-style-type: none">● consideration could be given to being more proactive in sharing written information being produced about children progress. |
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What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave in a respectful manner towards each other and staff, they learn the importance of friendship and staff help children to resolve conflict with support. The children develop a positive disposition to learning, they have regular opportunities for problem solving and are working with increased independence. The children are confident, happy, relaxed and enjoy their time at nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently, listen and represent ideas in all areas of the curriculum. They are good listeners and repeat letter sounds, and make rhymes demonstrating a good awareness of sounds and patterns in words. Children recognise the letters sounds and shape in their own names and the names of others. Most are able to label their own work with adult support and realise that print carries meaning. Children learn the correct way to form letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

They are confident when using maths for practical problem solving such as how many cups needed at snack times. They count spontaneously and recognise written numbers and their values. Most are developing calculating skills and can find the total sum of two small groups of objects and sometimes three. They are developing knowledge about weight, height, capacity and shape. They use appropriate mathematical language and extend this into all areas of their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

They are inquisitive and enjoy exploring and working out what will happen next. They are confident about constructing objects for a purpose and will work out the best way of doing an activity with staff support; and use a range of technical equipment with increasing confidence. The children recognise similarities and differences between their own culture and others and take a positive interest in finding out about the world around them and beyond.

PHYSICAL DEVELOPMENT

Judgement: Very Good

They take part in stimulating and fun activities to promote gross and fine motor skills. Their movement, control and coordination is well developed and they demonstrate an awareness space and of others. They use a range of large and small equipment confidently. They know about keeping healthy and are encouraged to recognise changes in their bodies as part of project work and routine observations.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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They enjoy experimenting with an interesting range of art and craft activities and discuss and investigate texture and construction techniques. Children produce imaginative drawings, paintings and role-play scenarios. Creativity is encouraged and the children are developing confidence in expressing themselves in range of mediums and styles.

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:

- Look at the written material currently being produced and assess how this might be shared more readily with parents.

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.