

Reflections Nursery

Inspection report for early years provision

Unique reference number EY343114
Inspection date 05/10/2010
Inspector Shan Jones

Setting address Westerfields, 54 Richmond Road, Worthing, West Sussex,
BN11 1PS
Telephone number 01903 208208 Ext 224
Email
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Reflections Nursery is privately run by Reflections Nurseries Ltd. It first opened in 2001 and was registered under its current ownership in 2006. It operates from a large, converted house in the centre of Worthing. The nursery is open each weekday from 7.30am to 6.30pm all year. The Café Zone after school club is open from school collections to 6.30pm during term time and from 7.30am to 6.30pm during school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 229 children aged from 12 weeks to under five years on roll. Of these, 52 children receive funding for early education. Children attend from the surrounding areas. The nursery currently supports a number of children with learning difficulties and also supports children who speak English as an additional language.

The nursery employs 58 members of staff. Of these, 48 work directly with the children and of these 33 hold appropriate early years qualifications and 12 members of staff are working towards a qualification. The nursery employs two qualified artists and a qualified horticulturist to work with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Within this calm and stimulating learning environment children are flourishing. The provider takes effective steps to ensure that staff members continually promote every child's uniqueness in the care and education offered to foster rapid progress towards the early learning goals. Excellent working in partnership with parents means every child receives a high level of support. Very effective self-evaluation takes account of the views of staff, parents and children to ensure priorities for development are accurately targeted.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the available images and resources that reflect positive images of a variety of cultures, disabilities and learning difficulties within society

The effectiveness of leadership and management of the early years provision

Staff have a thorough understanding of the signs of possible abuse and neglect. There are accurate procedures in place to act quickly and professionally if there are any concerns about children. A well-written and cohesive safeguarding policy is made available to parents. This ensures that children are significantly protected from the risk of harm and ensures that they enjoy a safe and supportive nursery environment. All written policies, procedures and consent securely underpin the nursery's practice. Robust recruitment procedures ensure that staff are suitable to work with the children; this further promotes the safety of the children. Thorough procedures for risk assessments are in place which minimise children being exposed to potential hazards, for example, for both indoors and outdoors, and when children are taken on visits.

The whole management team has an extremely clear vision of where and how they want to develop the nursery. They have identified some areas for further improvement, for example, by increasing images and resources that promotes equality of opportunity and anti-discriminatory practice. The strong ethos influences the high quality of care these young children receive. This strength of commitment is used to develop a highly skilled and dedicated team of practitioners, all of whom care greatly about giving children a wide range of stimulating and enjoyable experiences. Their parents are able to leave them, confident they are safe and nurtured.

An effective key worker system ensures that regular sensitive observations are undertaken and these are used along with photographs and samples of children's work, to record children's progress. In addition, the children play and learn with the support of well deployed and caring staff members who take every opportunity to promote children's independence, free movement and use of a stimulating range of resources.

Strong relationships are developed with parents who value the unique opportunities provided for their children, such as the 'Forest School' and large garden. This being favoured for its carefully planned and minimally resourced design to encourage children to fully explore using their imaginations. For example, as they decorate and sculpt a dead tree with objects such as cutlery so it can feed itself. Parents continue to support the nursery as they actively assist to effect change by attending events such as the 'Big Dig'; both parents and grandparents helped to revitalise the garden space. They suggest fund raising ideas and take part in a sponsored walks, to raise further money for the setting's charity that is currently building a school in Ghana. Strong partnerships with external agencies and the local school further support both parents and their children.

The quality and standards of the early years provision and outcomes for children

Children are extremely happy and settled in this exceptionally child-centred environment, they provide a caring, nurturing environment in which each child is valued and respected as a unique individual. Babies and toddlers are cared for in bright and welcoming surroundings. High staff ratios mean they receive good levels of support and interaction which contributes to their ongoing developmental progress. They form warm relationships with key practitioners who help them feel safe and secure as they freely explore their environment. In turn, staff know babies well so they can provide and respond to their developmental needs. For example, when asking if they would like to sing 'Twinkle, Twinkle, little star', gleefully responding to a baby who cleverly indicated 'yes' with baby signing. Toddlers greatly enjoy the freedom at varying times during the day, of being able to move between each room to access the variety of activities on offer. They develop a real sense of belonging as they think about and decide what they would prefer to do. The self-confidence this provides them with contributes to strong feelings of safety, self-esteem and well-being.

Children's work is attractively displayed, photographs and videos of children participating in an excellent range of activities gives children a sense of pride and belonging. Staff members are diligent in ensuring they have excellent, up-to-date knowledge of the individual needs of children in their care. The planned daily programme arises from the staff's observations, assessment and monitoring the children's individual progress. Staff know when children do not need adult intervention and allow them to learn safely about risk taking. This means children are able to use their imaginations and create innovative play situations around the garden and at the 'Forest School'. Staff have been trained in Forest School practices which has had a profound impact on the children. Children develop an understanding of the natural environment within and beyond the setting as they participate in visits to a local woodland area. These group activities build on the children's confidence and self-esteem as they use tools with increasing confidences and learn boundaries whilst being encouraged to take risks.

Children's understanding of communication and mathematical concepts are progressing well which helps to develop their skills for the future. They are good at listening in whole group activities and have many opportunities to practise their emergent writing skills, for example by using chalks, paints and pens and by drawing letters to form their names in the dry sand. Children excitedly use a selection of resources for investigation, information and communication technology and programmable toys to support their learning. They use these with confidence as they find out how things work such as interacting with video cameras and experimenting with vinyl records on a turntable.

Staff help children gain an excellent understanding of safety issues by encouraging children to participate in the setting's daily risk assessment checks. Children proudly wear reflective tabards with the logo 'safety spies'. Accompanied by a member of staff children confidently inspect the garden and report back and record their findings. For example, children discovered rubbish which was

immediately disposed of.

Children's good health and well-being is promoted effectively by all staff members in the setting; for example, children have a growing understanding of healthy eating and lifestyles and how to keep themselves safe and healthy. For example, they benefit from frequent opportunities to play outdoors in the fresh air, alongside well organised activities that challenge and support their physical development. The outdoor play area is carefully designed to promote all areas of learning in a fun and explorative manner. Staff members encourage children to note the natural changes to the plants and vegetables they plant in the garden. Children express curiosity as they sample exotic fruits and vegetables from around the world at snack time. They discuss their likes and dislikes and discover new and wonderful tastes and textures. Children engage in lively discussions about the countries the fruit originated from and use reference books to extend their knowledge and understanding.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met