

The Early Bird Nursery School

Inspection report for early years provision

Unique reference number EY263172
Inspection date 08/11/2010
Inspector Rosemary Musgrove

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

The Early Bird Nursery School opened under the present owners in 2001. It operates from several rooms on the ground and first floor of an adapted building in Rustington, West Sussex. All children have access to an enclosed outdoor play area. The nursery opens each weekday from 8.00am to 6.00pm for 50 weeks a year. The nursery is registered by Ofsted on the Early Years Register to care for 25 children in the early years age group. There are currently 37 children in this age group on roll. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery is registered to receive government funding for nursery education. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are nine members of staff, of whom, seven hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children do not have all their welfare and learning needs met because there are weaknesses in safeguarding and keeping children safe and this is a breach in the regulations. However, the organisation of the environment and resources is satisfactory and children are settled during their time at the nursery. Staff know about individual needs and some suitable activities mean that children make progress in their learning and development. Partnerships with other agencies, parents and carers support the continuity of the children's care and learning. The nursery evaluates some aspects of their practice and has made some improvements since the last inspection.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct a risk assessment and record when it was carried out and by whom, regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Organisation) 10/12/2010
- implement an effective safeguarding children policy that includes the procedure to be followed in the 29/11/2010

event of an allegation being made against a member of staff and that reflects the Local Safeguarding Children Board procedures (Safeguarding and promoting children's welfare)

To improve the early years provision the registered person should:

- develop ways of effectively using the information from observations in order to plan stimulating activities to support the next steps in the child's learning and development.

The effectiveness of leadership and management of the early years provision

Although some staff have attended child protection training and have an awareness of the signs and symptoms of child abuse, the nursery does not have an effective safeguarding policy, for example, they do not have a procedure to follow in the event of an allegation against a member of staff and they do not have details of the Local Safeguarding Children Board guidance and contact numbers; this means that children are not sufficiently safeguarded and their welfare is compromised. Appropriate recruitment and vetting procedures mean that suitable staff work with the children and they are appropriately deployed. The nursery has some of the required procedures and documentation for the running of the early years provision; however, although some staff do daily visual checks the nursery does not conduct, review and maintain a record of the required risk assessment. This means that some hazards are not identified and these pose a risk to the children's safety, for example, boxes of medication and a kitchen knife.

The range and organisation of resources mean that on some occasions children make independent choices, such as; they choose early writing or role play activities. Play areas in the three rooms support the children's development, such as, a cosy corner for browsing books. Outside, children play with wheeled vehicles and the climbing frame. Available resources are suitable for the age and developmental stage of the children and the nursery encourages them to think about recycling, for example, they save their yoghurt pots for junk modelling.

The nursery strives to provide a service that is inclusive for everyone. If children with special educational needs and/or disabilities require additional support the nursery works with other agencies and parents. Children have an individual plan to help them with their specific learning and development requirements. There are opportunities for children to learn about the diverse world in which they live. They celebrate a variety of festivals and during Diwali they make lanterns. They see positive images of people's differences through dolls and musical instruments from other cultures.

The nursery works in partnership with parents and carers. When a child starts, parents complete a record form and this gives details of individual needs. They complete the front of their child's learning journal and this gives the nursery information about the child's routines and favourite things at home. Parents have a

range of information, such as a prospectus and letters to keep them informed. The daily diary for younger children is a positive feature and gives parents details of their child's activities, sleep times and diet. Parents are welcome to discuss their child's development and to browse their learning journal at any time. Written communication from parents indicates they value the staff because they are patient and show the children care and attention. The nursery has established some links with other settings and agencies, for example, when a child transfers to school the teachers visit the nursery.

Staff are keen to improve their expertise and attend training courses, such as, inclusion and the role of the key person. Since the last inspection, the nursery has addressed the majority of their recommendations. For example, they have more staff with suitable qualifications and children have access to resources that help them to learn about diversity. Self-evaluation demonstrates some understanding of strengths and the nursery has identified the need to extend their range of resources.

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

Children take part in adult-led and child-initiated activities and these help them to make progress in the six areas of learning. Staff have a working knowledge of most areas of the learning and development and welfare requirements of the Early Years Foundation Stage and have an understanding of individual needs. Observational assessments and planning are developing well and learning journals show that children make progress; however, this information is not used effectively in order to plan stimulating activities to support the next steps in the child's learning and development. Generally, staff interaction contributes to the success of the children's learning and development; for example, during discussions at snack time and when completing a puzzle. There are opportunities for children to develop their early writing skills and they use mathematical language during their play and count four cups during a tea party. Very young children have fun exploring objects, for example, they roll, throw and investigate numerous balls of different shapes, colours and textures. They have fun as they do messy activities and stand in paint and make footprints.

Although children indicate they feel secure in the nursery, because all potential hazards have not been identified, they do not learn how to keep themselves safe from all possible risks. When they arrive, they settle on a preferred activity and happily approach staff for help if needed. Children behave well in the nursery and are polite. Staff are positive with the children and give regular praise.

Children play in a secure environment, for example, there are procedures for opening the door. Although the nursery does not have the required risk assessments; they have guidance to follow if a child is missing, a register of attendance and a record of visitors. These documents help to keep children safe in the event of an emergency.

Children begin to learn about a healthy lifestyle. They clean their hands before eating their snack and after visiting the toilet. The nursery knows about dietary needs and children enjoy healthy snacks such as oranges, apples and bread sticks. They have access to drinks at all times. Children take part in physical activities. Outside, they ride wheeled vehicles and on a wet day they enjoy indoor jumping and stretching activities. This means that children are developing their coordination skills.

The nursery helps children develop their skills for the future. Very young children begin to vocalise and imitate adults and older children begin to develop cooperation skills as they play alongside their peers. They enjoy interactive toys and are motivated to find out what happens when they press the buttons on the aeroplane. Children learn about the community when they visit a local park.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 10/12/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children)(also applies to the compulsory part of the Childcare Register) 29/11/2010