

Manor Twiglets Nursery Ltd

Inspection report for early years provision

Unique reference number

EY403035

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22/11/2010

Inspector

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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

Manor Twiglets Nursery Ltd is an established nursery that moved to its current premises in 2008 and re-registered to run as a company in 2009. It operates from purpose built premises in the grounds of Manor Primary School in Uckfield, East Sussex. All children have access to a secure outdoor play area. It is currently open each weekday from 9 am to 3.30 pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 38 children aged from two years to under eight years may attend the nursery at any one time. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language.

There are 12 members of staff, nine of whom hold appropriate early years qualifications to at least NVQ level 2. Three members of staff are undertaking training to level 3. One member of staff holds Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well and enjoy a broad range of activities that promote most areas of their learning and development well. Systems for monitoring and assessing children's progress are generally good. Children play in a safe, attractively presented and well organised environment. Effective communication and information sharing with parents, carers and other professionals ensures that children's individual care needs are well understood. Ongoing evaluation enables the management and staff team to identify the strengths and weaknesses of the service and to make improvements to meet the needs of the children and their families.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the arrangements for observing and assessing children's progress to more clearly identify their next steps in order to ensure that they are provided with an appropriate level of challenge
- offer greater support and encouragement for children to learn independently through the exploration of media, materials and resources that offer physical challenge.

The effectiveness of leadership and management of the early years provision

Robust procedures are in place to ensure that children are safeguarded in the nursery. One member of staff takes lead responsibility for co-coordinating child protection concerns and has attended the training to support her in this role. Clear written policies outline the procedures to be followed should staff have any concerns about children. These include the process to be followed should any allegations be made against staff. Comprehensive risk assessments are undertaken and health and safety checks are carried out each day.

There is a good commitment to engaging parents and carers in the life of the nursery. They are offered an extensive range of written information and their views are sought through regular conversations and the use of questionnaires. They are also very supportive of the nurseries fund raising efforts, for example working with the children to make items to sell at the Christmas Bazaar. Parents and carers are informed of their child's learning and development and are beginning to become involved in setting future goals. The nursery links closely with the primary school, having access to parts of the grounds and taking part in 'golden' play times with the older children. Staff maintain a good relationship with the reception teachers which helps to promote children's transition into the school. Similarly, positive relationships are in place with other local child care providers.

The senior management team undertake self-evaluation to identify areas of strength and weakness within the setting. They have worked hard to devise systems and processes to support staff in assessing and monitoring children's progress and planning for their next steps. These are currently being reviewed and refined and are largely being successfully implemented, although there is some inconsistency in the quality of the written records. This has been identified and mentoring is taking place on a very regular basis to support staff who are less confident or experienced in undertaking observations. Whilst the systems are still bedding-in the planning co-coordinator is overseeing planning and goal setting although this arrangement does not currently ensure that each child has next steps identified in all areas of their development. However, this is largely compensated for by the quality of the activities and experiences on offer and the positive interaction of staff.

Children benefit from the focus placed on supporting them to learn about, and respect, diversity. They have access to resources which promote positive images of people from throughout the community and wider world. In addition, there are dual language books which reflect the home languages of the children for whom English is an additional language alongside the English text. The building is fully accessible to wheelchair users and staff are trained to care for children with special educational needs and/or disabilities.

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

Children have fun as they play in the clean, bright and attractively presented nursery environment. They are given very good support to develop their self care skills and routinely wash their hands before eating and after using the toilet. They learn about the importance of healthy eating and enjoy very sociable snack times during which they help to serve their own food. Those staying for lunch are able to order a cooked meal from the school or bring in packed lunches from home. Children's individual dietary requirements and preferences are fully respected and drinking water is available at all times. Staff with first aid qualification are present each day and appropriate records are maintained of accidents and any medicines which are provided.

Children demonstrate a good sense of security within the nursery, approaching staff readily for attention and showing a good understanding of the boundaries in place. In addition, they benefit from visits from outside agencies such as the fire service and the lollipop person who teaches them about road safety.

Children enjoy a good balance of free play and adult initiated activities throughout the day although, on occasion, staff offer slightly too much input. As a result children are not always sufficiently encouraged to explore and investigate for themselves. Similarly, whilst an impressive range of toys and resources are available, children do not tend to access equipment which is not set out by staff. However, overall the broad range of activities, positive atmosphere and high level of care and attention given to promoting children's learning ensures that they are making good progress in all areas. Activities which are particularly popular include role playing in the large home corner, using the computer and playing with small world toys. Children also have very regular opportunities to play outdoors. They have access, via door leading from the group room, to an enclosed play area which is equipped with a range of resources to promote children physical development such as balls and ride on toys. There are also some larger pieces of apparatus such as a slide, although these are more suitable for the younger children and do not pose a great deal of challenge to the older children.

Behaviour within the nursery is very good and staff act as positive role models. Children are developing very good social skills as they chat happily to the staff and their peers. In addition, they are well supported to develop a social conscience by taking part in charity events and by recycling used packaging. These skills, together with the good progress they are making in their learning and development, helps to prepare children for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

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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