

Little Chelsea (Saffrons site)

Inspection report for early years provision

Unique reference number

EY409849

Inspection date

24/10/2010

Inspector

Liz Caluori

Setting address

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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

Little Chelsea nursery (Saffrons site) opened in 2010. It operates from the converted Memorial Pavilion, situated in Eastbourne, in East Sussex. All children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 29 children under eight years; of which 20 may be in the early year's age group, may attend the nursery at any one time. There are currently 24 children on roll, all of whom are in the early years age group. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is able to care for children with special educational needs and/or disabilities as well as those for whom English is an additional language.

The nursery currently employs nine members of staff to work with the children, with a minimum of six present each session. All staff hold appropriate early years qualifications and the owner is an Early Years Professional.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong leadership and effective team working result in a well organised, child-centred provision which promotes good outcomes for all children. Strengths and weaknesses are clearly identified and robust steps are taken to safeguard children. Positive partnerships with parents and carers help children to settle easily. In addition, excellent arrangements are in place to reflect the individual needs of children and their families and to care for those with special educational needs and/or disabilities.

What steps need to be taken to improve provision further?

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

- further strengthen the arrangements in place to include parents and carers in promoting learning and well-being for their child by encouraging them to become involved in setting future goals.

The effectiveness of leadership and management of the early years provision

Children are protected by the clear and appropriate safeguarding procedures in place. The manager takes responsibility for dealing with concerns about children's welfare and has been trained to identify the potential signs and symptoms of abuse. Risk assessments are undertaken to identify hazards within the nursery and

arrangements are in place to review these on a regular basis. Children make good use of the open-plan environment to explore and investigate and staff are vigilant in their supervision. A number of precautions are in place including a video entrance system at the front entrance and the use of safety gates to restrict children's access to potentially hazardous areas such as the kitchen.

Strong leadership and management results in a very positive, focused atmosphere. In the months that the nursery has been open systems and working practices have been constantly monitored and refinements made on an ongoing basis. In addition, the nursery takes part in initiatives and quality assurance programmes aimed at improving practices.

An outstanding commitment is made to providing an inclusive environment and identifying and addressing the individual needs of the children attending and their families. Home visits take place to enable staff to see the children in their own environment. This allows parents and carers to focus their discussions and supports the settling in process. These strong links with home also support the staff to provide activities and resources which reflect each family. Within the organisation there are three members of staff who specialise in working on a one to one basis with children with disabilities and/or special educational needs. A careful process takes place to match the skills and experiences of these staff to the needs of each child with an extremely impressive level of success. Resources are thoughtfully provided to meet the children's developmental needs, such as a tent of sensory equipment. This appeals to all of the children as it provides a calm environment but also supports children with visual impairment. There is also an extensive range of resources, including books, which promote positive images of diversity.

Staff have attended training to support them in creating inviting spaces for children and, as a result, have very successfully organised the nursery to capture children's imagination. Tents and canopies are used both inside and out to enable children to create small environments to concentrate on their chosen activities. The group room is separated into two by a low level divider, one area being used for children to play and the other predominantly used for sleep and rest. Sleeping arrangements are generally appropriate although there is currently no facility to adapt the lighting or ambience of this part of the room. This is an area that has been identified for improvement within the nursery.

The setting engages very effectively with parents and carers. They are provided with a very good range of written information and their feedback is sought in the form of questionnaires, discussion and open days. Parents and carers are also given good encouragement to contribute observations about their children's development at home, for example they are provided with 'Wow Vouchers' which they use to indicate when a significant milestone has been reached. However, whilst they are well informed about their child's progress, parents and carers are not routinely involved in the setting of future targets or goals. Highly effective arrangements are in place to work with a range of other professionals involved in the care and health needs of the children attending the setting. The importance of sharing information with other early years providers offering care to the children is

also recognised although this situation has not yet arisen.

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

The environment in which children play and learn is bright, clean and attractively presented. Good food hygiene routines are followed and children are supported to develop their personal care skills, for example washing hands before all meals and using a tissue to blow their nose. Snacks and drinks are prepared on site, including milk formula, and hot meals are bought in from a catering company. Staff are aware of all of the dietary restrictions and preferences of the children attending and successfully cater for children with varying needs including milk intolerances and gluten allergies. Staff with first aid qualifications are present at all times and several have additional training to be able to address the medical needs of individual children. Appropriate records are maintained of accidents and any medicines which are administered, although there are minor inconsistencies in the quality of these records such as full surnames not being included on one or two occasions. Children demonstrate an appropriate level of caution with unfamiliar adults, looking to staff for reassurance, but soon settle back to their play. Their sense of security is evident as they play happily alongside their peers but are also confident to approach staff for attention, support or just a hug.

The individual needs of children are given excellent consideration and, as with all children, the experiences of children with special educational needs and/or disabilities are carefully considered and planned for. Children take part in experiences and activities which cover all areas of their development. For most children this is achieved by a very good balance of free play and adult lead activities although one to one attention is offered to children who require it to. Staff use sensitive observations of the children to develop a thorough knowledge of their abilities and interests which they then skillfully extend. Children show curiosity and make discoveries as they play, for example a child in the sensory area realises that the light shining on the wall can be blocked by placing her hand through the beam. Staff recognise the learning which is achieved when they do not intervene as well as understanding when support is appropriate.

Children make very good use of the thoughtfully organised outdoor play area. They enjoy a wide range of activities whilst benefiting from the fresh air including physical games such as running, climbing and ball games, craft activities, playing in the sand shed and exploring nature. There is also an enclosed, covered area to allow the youngest children to spend time outside.

Children's knowledge and understanding of the world is promoted in a number of ways including looking at themes specifically chosen to reflect their interests, such as animals, farms and circuses. Children's creativity and imagination is also stimulated through opportunities to dress up, use role play equipment, listen to music and take part in regular arts and crafts activities. They also have access to a good range of resources which promote their problem solving and reasoning skills. These include cause and effect toys such as pop-up chicks, as well as treasure

baskets made up of natural resources, for example pine cones and shells.

Children respond well to the happy, relaxed and extremely positive atmosphere in the nursery. They behave very well and are becoming very sociable. Children are exceptionally well supported to develop the skills that will help them to make a positive contribution to the world in the future. They collect items for recycling which they take to the nearby recycling bank and they also take part in fund raising activities, such as Comic Relief Red Nose Day, to help them understand the importance of being charitable. They learn, at a very age appropriate level, the importance of understanding and respecting others, for example, remembering that their friends may have different needs to them and may need to be touched gently. These skills, along with practical experiences such as growing fruit and vegetables, operating electronic equipment and putting on their own coats and shoes, ensure that children are as prepared as possible 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	1
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	1
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