

# Davison Day Nursery

Inspection report for early years provision

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**Unique reference number** EY244743  
**Inspection date** 17/11/2010  
**Inspector** Gail Robertson

**Setting address** Davison C of E Secondary School for Girls, Selborne Road,  
Worthing, West Sussex, BN11 2JX  
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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*.

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## Description of the setting

Davison Day Nursery opened in 2003. It operates from a self contained building in the grounds of Davison Church of England High School for Girls (Technology College), in Worthing. There is wheelchair access to the nursery. It is run by a management committee. The nursery is open each weekday from 8am until 5pm, term time only. All children share access to a secure enclosed outdoor play area. There are currently 57 children aged from six months to under five-years on roll. Of these, 17 children receive funding for early education. Currently there are no children who have special educational needs and/or disability. There are four children for whom English is an additional language attending. The nursery employs 13 staff, of these, 12 hold appropriate early years qualifications and one is unqualified. The manager is studying teaching and child development at a higher level. The nursery receives support from Davison Church of England High School for Girls, the local authority and many other providers of Early Years education and care.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Davison is a good nursery with some exemplary areas of practice such as the partnership with other providers and engaging with the parents. It is a fully inclusive setting. Children's evident enjoyment is heard in their laughter and seen by their involvement in all the activities. The manager cares passionately for the children and is supported by a well trained staff. Parents have great confidence in the setting one said 'It is simply fantastic.' This nursery is well placed to make improvements.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessments; this relates to parental use of the secure code entry to the front door. 31/12/2010

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

- develop the outdoor area further to ensure it covers all areas of learning for children to progress towards the early learning goals
- extend the learning for the most able children to ensure their needs are fully addressed through challenging activities.

## **The effectiveness of leadership and management of the early years provision**

The manager and committee ensures there is a robust framework in place for the care and safety of all the children. The main entrance is secure and entry is by a code lock. Parents have access to this code but the setting has not carried out a risk assessment on this practice. Staff are diligent and involve children in checking for hazards whenever possible, for example checking the resources for broken toys that could cause them harm. Arrangements for protecting children from abuse are effective. All other necessary records and paperwork are kept accurately. Policies and procedures are up to date and are reflected in staff practice, they are made available to parents so they know their children are well protected.

Staff have done a great job in organising each room. There are colourful displays of children's achievements which are celebrated. Babies and children settle quickly, and make good progress in their learning and development. Children from all backgrounds are valued and respected. Key workers know their children well and build up that extra relationship with them and their families. Observations of children are used to effectively to guide planning in response to the child's next steps in learning. The most able preschool children's next steps are not always challenging enough. Learning journals are a wonderful diary of a child's development told from the settings observations and parent contributions.

The manager provides inspirational leadership in promoting staff team work. She has exemplary relationships with the host school, other providers and professionals who come into contact with the children and babies. The committee appreciates the lead she gives and the standards she sets. Monitoring and reviewing provision and practice is carried out regularly by the committee and manager. They have rightly identified the outdoor area for improvement. This area is work in progress.

The partnership with parents and carers is outstanding. Parents are fully informed about their child's development and progress through informal and formal meetings. Parents appreciate 'the stable staff who know us as a family'. Transfer time to school has been given special consideration as the children from here go to many different schools. The manager goes out of her way to forge links with as many providers as she can to benefit the children in her setting.

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

Children have a great sense of belonging and share a warm and caring relationship with staff. At the start of their learning journals relevant information is obtained from parents and other sources to ensure children's particular needs are appropriately met. The staff know a lot about the children before they arrive and this helps them to quickly settle.

All children and babies are provided with a good range of activities to help them learn and develop. They thoroughly enjoy these activities, become deeply

engrossed in their play and progress rapidly. For example, in the pre-school room children explore what it would be like to work at the Pizza Parlour. They take on roles and respond to requests for pizza. The transaction is completed over the telephone. The customer's order was clarified and was told how long it would take and the cost. The assistant also wrote down the order checking what was written on the pizza box and comparing it with the mark making. Planning identified activity for the more able but the most able could be challenged further. Children are independent and move from one activity to the next, exploring the different resources put out for them. Throughout the setting children use their imagination and explore the activities that staff put out for them to do. They love to play with the shape sorters, the stacking cups and the wheels to turn, rise to the praise given them by the staff for their 'good job done'.

There is a good balance between child initiated and adult led activities. Story time is a great favourite. Children listen attentively and can retell the story. Problem solving and practising counting is thoughtfully introduced at opportune times such counting through rhymes. This results in children making good progress and encourages them to become active learners.

Children's understanding of healthy life styles is outstanding. At meal time they pay attention to hygiene and enjoy their five portions of fruit and vegetables daily. All the food is freshly cooked and smells delicious. There is a social buzz in the toddler and pre-school areas as children tuck in. Babies fall asleep after lunch exhausted with their active morning. Staff gently talk to them and comfort those who fight to stay awake. Everyone here enjoys physical activity and they have good opportunities and resources in the outdoor area, although this remains an area for further development.

Children help to create a safe and welcoming place. They have learnt to look for hazards both inside and out. Even the youngest children were seen washing their hands before food time without being told. The older children are clear about how to take care of themselves and each other. They learn about people who will play an important part in their life, for instance the community police officer. Their behaviour is exemplary because they know what is expected of them. Children look forward to coming here; they are happy, stimulated and well cared for.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2

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