

Hailsham East Community Centre

Inspection report for early years provision

Unique reference number	156387
Inspection date	09/02/2011
Inspector	Susan McCourt

Setting address	Hailsham East Community Centre, Vega Close, Hailsham, East Sussex, BN27 2JZ
------------------------	--

Telephone number	01323464340
-------------------------	-------------

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 2011

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

Hailsham East Community Centre Nursery opened in 2001 as a Sure Start Nursery. It operates from Hailsham East Children's Centre which is located in an area of disadvantage. The centre provides day care and crèche facilities to support parents and carers attending the courses. The centre also provides a wide range of well-established additional services and support groups for the local community. The nursery is on the Early Years Register, and also on the compulsory and voluntary parts of the Childcare Register. The nursery is open from 8am until 6pm and is registered to care for 48 children in the early years age range.

The nursery itself is comprised of two playrooms, one of which includes a baby area with sleeping facilities. It has three fully enclosed outdoor play areas for the sole use of nursery children. There are toilet and kitchen facilities and there is wheelchair access. The nursery is close to schools and shops. It serves families from the local community and surrounding area.

There are currently 76 children aged from birth to five years on roll. The setting supports several children with special educational needs and/or disabilities and makes provision for those who speak English as an additional language.

There are 18 staff, all of whom hold qualifications appropriate for their role. The setting receives support from an advisor from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management team and staff of the nursery have an open and robust approach to developing the provision and the capacity for continuous improvement is strong. They have identified key areas for improvement which have the most impact on children, and are working in a thoughtful and effective way to improve outcomes. Children's individual needs are ably met in terms of their welfare and their learning and development, and all staff show great sensitivity in shaping their service to each family's needs.

What steps need to be taken to improve provision further?

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

- support children's communications skills consistently, with particular regard to whole group activities.

The effectiveness of leadership and management of the early years provision

The safeguarding arrangements are good. The nursery follows local authority policies and procedures and all those who have contact with children are rigorously checked. Children's safety has a high priority and risk assessments are thorough, giving children very safe spaces to play in and explore. All staff understand that good record-keeping underpins children's welfare, and they meet all the requirements in terms of gathering and holding information about the children in their care. The staff team are also committed to promoting children's health and well-being and have systems in place to promote healthy lifestyles. For example, the outdoor areas are being developed to provide physically challenging play and extended opportunities to play in the fresh air. The management team have a clear shared vision and are driving improvement using existing developmental tools such as the 'Every Child A Talker' initiative alongside projects which focus on other significant issues such as equality and diversity. Staff, parents and children contribute to the evaluations and goals, which means that development is rooted in their ideas and increases their sense of ownership.

All staff are qualified for their role, and frequently go on to improve their qualifications as well as attending other professional training to develop their skills. This means that staff have current knowledge of best practice. Nursery staff are deployed well to give children the care and attention they need and to help them learn. Play equipment and resources are thoughtfully arranged to maximise children's independence in the play areas, and the layout of the building is also exploited, for example, the lobby area has seating to provide parents with a place to chat. All staff contribute to planning the curriculum with the support of an early years teacher which means that those with the closest knowledge of the children are enabled to create effective activities. Staff know the community they serve very well and ensure they have the resources they need to make any family welcome. There is a large traveller community and staff have the resources and skills to engage families.

The management team work with the receiving schools to monitor the nursery's effectiveness in helping children progress through the Early Years Foundation Stage and target any achievement gaps. All staff work with other professionals to provide continuity of care and get extra support for children and families when required. Parents receive regular high quality information about their child's progress and how they are getting on in the nursery. Simple ideas such as 'wow vouchers', which encourage parents to share their child's achievements at home, mean that the child's development is very much a shared responsibility. Parents can be part of a forum to help shape the nursery's development, and all their comments are highly valued by nursery staff. Parents are very positive about the nursery provision. For example, one parent said that all her comments and suggestions had been taken on board by staff.

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

Staff have a very high regard for children's individual routines and follow home routines closely to help children feel safe and secure. Parents can take all the time they need to settle children and the key worker gets to know the child well to provide a home from home. Babies are always within sight and sound of staff even when sleeping, and they have a comfortable and stimulating place to explore and play. Staff maintain a high standard of hygiene and follow the systems rigorously to ensure that they are aware of any medication or allergies. The nursery provides healthy snacks and meals, and will also advise parents about healthy lunch boxes. Fresh air and physical play is consistently available and children have good opportunities to move freely between indoor and outdoor play. The play areas are kept very safe and staff support children in learning how to keep themselves safe, advising them not to run indoors for example.

Staff have created good learning environments in which children can play independently with a wide range of resources that cover all areas of learning. The daily routine allows children to play according to their own concentration spans, so they can stop and have a snack or decide to play in or out of doors when they choose, rather than have it imposed on them. This means that children are highly engaged in their play, and as they can access all the resources very easily, they can create their own challenges. For example, a group of boys slowly gathered a range of vehicles, tracks and small world equipment to play an extended game that went on for over 30 minutes, sharing toys and playing cooperatively without any need for adult support. Where staff play alongside children, their good knowledge of the Early Years Foundation Stage ensures that any learning opportunities are maximised. Staff demonstrate good verbal and listening skills when playing with children, but do not consistently use these skills at busy times or in whole group activities. Staff plan the continuous provision to promote independent play, and also plan focused activities based on the identified next steps of the children in their care. As planning and observations are so closely linked, children's progress is closely monitored. Any observations staff make of a child's development is put into the child's learning journey, a colourful, detailed and user-friendly book of each child's time in the nursery. Parents can take them home at any time and add to the book. Staff, children and parents show great pride in them. The special educational needs coordinator works with all staff to meet any additional needs, and also gives one to one support to children and parents to promote continuity of care.

Children learn a great deal about being healthy and can talk about what is good for them to eat and how to take care of their dental health. They enjoy eating a range of healthy foods provided by the nursery and will try unfamiliar foods when learning about other cultures, such as for Chinese New Year. Children learn how to keep themselves safe when they take part in fire drills and handle play equipment such as scissors. Children are active learners and are interested in the activities offered which helps them to behave well and cooperate. They understand the importance of taking turns and sharing, and learn to respect each other and have friendships. Children enjoy their time at the nursery very much and approach new

experiences with confidence, giving them good skills 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
--	---

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

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
--	-----