

The Meadows Nursery School

Inspection report for early years provision

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Inspector	Lisa Toole
Setting address	9 Brand Road, Eastbourne, East Sussex, BN22 9PX
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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 Meadows Nursery School is one of a group of privately owned nurseries. It first opened in 1993 and operates from the ground floor of a detached house in a residential area of Eastbourne, East Sussex. All children share access to a secure enclosed outdoor play area.

A maximum of 36 children may attend the nursery at any one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

There are currently 78 children aged from two to under five years on roll. Of these, 54 children receive funding for the provision of free early education. Children come from a wide catchment area. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six members of staff. Of these, five hold appropriate early years qualifications. There is one member of staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. They are well cared for, because they enjoy a safe and welcoming environment and there is an effective key person system in place. Equality and diversity is promoted through the range of activities and resources though a little less consideration is given to how children's home languages are supported and reflected in the nursery. The nursery follows a consistent routine to support the care and education of children but, at times, this has an impact on how the individual needs of children and their spontaneous play is supported. The nursery shows a strong commitment to improvement and enhancing the outcomes for children further. An area for further improvement includes how they work in partnership with other childcare settings children attend, to effectively support each unique child.

What steps need to be taken to improve provision further?

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

- develop systems for liaising with other providers delivering the Early Years Foundation Stage for a child or group of children to ensure progression and continuity of learning and care.
- develop the organisation of the day so that the differing needs of individual

children are supported through well-planned experiences based on children's spontaneous play, both indoors and outdoors

- develop how the nursery supports children's home languages to promote their full inclusion

The effectiveness of leadership and management of the early years provision

Staff take appropriate steps to safeguard children in the nursery and have a good knowledge and understanding of their role and responsibilities. This includes a secure awareness of the possible symptoms and signs of child abuse and the procedures to follow if a referral is required. Staff give safety a high priority through regular risk assessment, good supervision and vetting of staff, as well as working together as a team and as a key person to a group of children. This enables children to feel safe, secure and engage in purposeful play and learning. The nursery has a good range of resources, which support children's play across all six areas of learning and are well used by everyone. They positively reflect the wider world to help children learn about disability, ethnicity, and other cultures, but children's home languages are less well reflected within the nursery, to promote equality and inclusion. All required documentation, such as accident records, written consent for emergency medical treatment and a daily register of attendance, are maintained in line with mandatory requirements of the Early Years Foundation Stage; this helps to safeguard children.

The nursery evaluates its provision, ensures it meets any recommendations raised at inspection and is driving improvement to enhance the outcomes for children further. Parents are asked for their comments about the nursery and invited to share any ideas they may have about future themes and activities the children can do. This contributes to the successful partnerships with parents. Discussion with a number of parents shows that they are very happy with the quality and level of care provided for their children. They feel actively involved in their child's welfare and learning, commenting how much progress their children are making. The nursery works collaboratively with any special educational needs/disability services to support children with additional needs. They also have regular visitors to the nursery to extend the children's learning opportunities through first-hand experiences, such as learning about fire safety through a visit by the local Fire brigade. Less progress has been made regarding partnerships with other childcare groups and/or childminders the children attend. This has an impact on their successful partnership working to support individual children and their specific needs.

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

Children are able to develop a positive sense of who they are and of others because of the good quality care they receive. Staff treat the children with respect and support them to build and develop positive relationships with each other. All of

this contributes to their developing confidence and self esteem. Children move around the nursery from room to room, with the staff who support their learning and development through good teaching and learning opportunities. This includes using open-ended questioning, such as why, what and how to stimulate their communication and language skills.

Staff observe the children on a daily basis and use this information to support their future planning. They also identify children's next steps for learning to offer them challenge and help them make progress. The planning is based around the six areas of learning of the Early Years Foundation Stage, using themes as a basis for the daily activities. At times however, the rigidity of the daily routine has an impact on how children's specific individual needs are supported and how they play spontaneously. For example, children are asked to tidy up after ten minutes to move onto the next adult-led activity in another room, despite being busily engaged in their independent free play, in the well-resourced rooms which they clearly enjoy. Children concentrate well as they design and construct houses using recycled materials and plastic construction bricks. Although they are able to keep their models to show others, and do so proudly, the routine and movement to another room limits their creativity because they have to finish what they are doing. Children show a competent understanding of how to use technology resources, a key skill for the future, and benefit from learning about the living world around them as they plant vegetable seeds to grow in Spring. They learn about how to communicate in different languages such as sign language and French, counting and naming colours of objects they find around the room as well as signing thank you. This effectively supports their knowledge and understanding of the world around them. The children show skill using different mark making materials and many children are forming the letters of their first name. Literacy and numeracy are given a high priority by the nursery, to help children gain important skills for future life.

Children understand rules about keeping safe, as they line up before going outdoors, manipulate scissors carefully, help to keep the environment tidy and behave very well. They also begin to understand how to stay safe through fire evacuation drills because these are carried out on a regular basis. Their emotional well-being is considered appropriately because they are able to feel secure within the nursery and among their peers and adults. This contributes to their successful relationships as they gain self confidence and important social skills through making a positive contribution to the group.

Their physical well-being is supported through fresh air and exercise in the garden, keeping clean and learning how to reduce risks of cross infection with regular hand washing and wiping their noses with tissues. The nursery itself is kept clean and is well maintained because of the daily routines practiced by staff. The children's dietary needs are very well supported because of the range of nutritious snacks and meals they receive. Freshly prepared fruit, bread and butter and vegetables such as grated carrot are enjoyed each day, along with regular drinks of water to keep hydrated. The children enjoy hot meals prepared by an outside catering company or bring their own packed lunches from home and all sit together to reap the social benefits of sitting together at the table to eat. They are encouraged to gain independence pouring their own drinks and serving themselves snacks, with

children also acting as a helper to give out plates and cups, a task they delight in undertaking.

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	3
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