

# The Old School Nursery

Inspection report for early years provision

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**Unique reference number**

EY281596

**Inspection date**

28/02/2011

**Inspector**

Daphne Prescott

**Setting address**

The Old School, Bersted Street, Bognor Regis, West  
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**Telephone number**

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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 Old School Nursery opened under its current registration in 2004 and is privately owned. It operates from one large hall and one smaller adjoining room in an old school building in South Bersted, near Bognor Regis, West Sussex. Children have access to an enclosed outdoor play area.

A maximum of 24 children aged from two to the end of the early years age group may attend the setting at anyone time. The nursery opens Monday to Friday from 9.15am to 12.30pm. There are currently 35 children on roll, attending different times of the week.

The setting is in receipt of funding for the provision of free early education to children aged three and fours years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The nursery employs eight staff, of these six hold appropriate childcare qualifications. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and make good progress in their learning and development as they are well supported by a warm and friendly staff. There is a strong partnership with parents which ensures their involvement in their child's care and learning. Inclusive practice is effective as staff are skilled at recognising the uniqueness and individuality of each child. Self-evaluation processes identify the strong commitment of the staff team. There are plans in place to develop the provision further in order to maintain continuous improvement.

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

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

- further develop the link between the indoor and outdoor environment so that children can move freely between them throughout the year

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

The setting places a high priority on the safety and welfare of the children. Staff have a good understanding of child protection issues and procedures to follow if they have any concerns. The management team know of their responsibility to ensure that all people working directly with children, or having contact with them, are suitably vetted. The setting completes written risk assessments and visual safety checks each day to ensure the children have the freedom to explore within a safe and secure environment. Staff diligently supervises the children to keep them safe throughout the session, both in and outside. Furthermore, children are learning how to leave the premises quickly in an emergency. They are developing their understanding of safely crossing roads through a good range of planned activities. These good measures help children to learn to keep themselves and others safe.

Equality and diversity is managed positively and staff are confident in adapting their provision to meet the children's individual needs. Staff are well deployed to ensure that children are effectively supported through-out the session. Toys are presented at a low level so children can access them for themselves, and the environment is carefully planned to ensure that children have room to play and learn. However, the outdoor area is not used fully to link the indoors and outdoor environments, so that children can move freely between them throughout the year.

There is a strong partnership with parents. The parent's knowledge of their children is valued, as they work together to document their children's needs and establish children's starting points, prior to them starting at the setting. They work very closely with parents to promote all aspects of their child's care and learning. They are informed about their child's achievements both verbally and through sharing their individual assessment file. Parents comment positively about the setting; they are very happy with the care and education their children are receiving and find the staff friendly, approachable and know their child well. The setting fully understands their responsibilities to work with parents and other agencies to meet the individual needs of children, if required. Good links with the local schools ensure that children benefit from a smooth transition when they leave.

The management team and staff work very well together and are fully committed to provide good quality childcare. Self-evaluation strategies help the setting to have a clear vision and focus for future improvement. For example, they are in the process of updating their risk assessments records and some of their policies and procedures to reflect their current practice. They meet regularly to discuss practice and develop ideas for improvement with the staff. The setting also provides parents with regular questionnaires' inviting them to comment on their strengths and any changes they would like the setting to make. The recommendations from the last inspection have been addressed successfully. This demonstrates a positive outlook concerning continual improvement.

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

Children are welcomed into a very friendly environment. The management and staff team treat all children with kindness and consideration, and as a result children are very happy and settled. They encourage children to access resources that support, reinforce and extend their learning. They know what interests individual children and use this knowledge to plan a wide range of challenging and fun activities. Consequently, children make good progress in all areas of their learning and development and are actively gaining the skills they need for the future. Detailed observation and assessments support children's next steps and parts of daily planning have come from children's interests. Digital photographs capture activities in the setting and are used purposefully in individual 'learning journals' to document children's development.

Children show increasing levels of independence as they make choices for themselves about their activities. Self-confidence levels are high and children form strong friendships with their peers and staff. Language skills develop well as children speak with confidence and listen extremely well. For example, at registration time they have a lovely time sharing their news and children of all ages are actively listening to what is being said. Staff are very skilled in engaging the children and stimulating their conversations by asking them open-ended questions to extend their thinking. Children are developing skills as computers and interactive toys develop children's understanding of information, technology and communication. They have easy access to books and writing materials. Children begin to form the letters in their name as they label their own work. They confidently match shapes by similarity and orientation to complete a puzzle. Children sing with gusto and enjoy role play as they express their imagination. Staff teach the children to embrace other cultures and to respect and value others with varying needs. The setting does this by ensuring positive images of others; discussion with the children and celebrations through the year reflect other cultures well. Furthermore, the settings involvement in charity events means that children play a role in the wider community.

Healthy lifestyles are willingly adopted as children enjoy spending some time out of doors in the fresh air. They run out excitedly to play and are skilled at riding their bikes or sliding down the slide. Children enjoy healthy and well balanced snacks and learn healthy practices. For example, they are aware that eating a variety of fruit and vegetables will help to keep their bodies healthy. They develop good social skills during the relaxed snack time as they sit in small groups and hold conversations with staff. Children are very well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. Staff encourage the children to play nicely together and provide them with space and materials for them to collaborate with one another in different ways. For example, a group of children have great fun building constructions together as they build with bricks. They work together to tidy up at the end of sessions. High levels of confidence and trust show that children feel safe in the setting. They

respond positively to staff members who are warm, friendly and very supportive.

## 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	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

<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	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