

Micklefield Nursery School

Inspection report for early years provision

Unique reference number 109300
Inspection date 09/03/2011
Inspector Alison Weaver

Setting address Sutton Avenue, Seaford, East Sussex, BN25 4LP

Telephone number 01323 892457
Email micklefield01@btconnect.com
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

Micklefield Nursery School registered in 1994. It is run by a board of governors of the Micklefield School (Seaford) Educational Trust Ltd. It operates from a large purpose-built single storey premises in a residential area of Seaford. There are four rooms, a dining area and toilets. The group opens five days a week for 39 weeks of the year. Opening times are from 8.30am to 3.30pm. All children share access to secure enclosed outdoor play areas.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend at any one time. There are currently 113 children on roll in the early years age range. The provision provides funded early education for three- and four-year olds. The provision also offers care to children aged over five years. Children come from a wide catchment area. The setting currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs 18 childcare staff. There are 16 staff, including the manager, who hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, settled and have a wonderful time at the setting. They thrive in the caring and friendly atmosphere and make excellent progress in their learning and development due to very effective interaction by staff and well focused planning to meet their individual needs. Staff recognise and value each child as an individual and meet their welfare needs really well. Overall, excellent links with parents and other providers help ensure that children are well cared for and that they are working effectively together to help a child make progress in their learning. There are well established systems for the ongoing monitoring of the provision and setting of achievable targets to support the setting's further development in order to continually improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for the two-way sharing of relevant information with parents and other providers who share the care and education of children to ensure continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

There are comprehensive policies and practices in place that help to safeguard children in the setting. Staff show a very clear understanding of their role and responsibility with regard to child protection. There is an extensive and robust recruitment and induction procedure that ensures that all staff are suitable to work with children. All required documentation to support children's safety and welfare is well maintained. Resources are of very high quality, safe and suitable for the children. These are used exceptionally well to support children's learning and development. Staff are deployed very effectively so that children are well supervised at all times. High priority is given to keeping children safe at all times. The setting is kept safe and secure and all necessary safety measures are taken so that children can play free from harm and develop their independence.

The setting works extremely effectively in partnership with external agencies to support children with special educational needs and disabilities. This enables staff to meet these children's needs exceptionally well. Staff take significant steps to provide a setting that is fully inclusive for every child and that represents and respects all family backgrounds. The setting is in the process of developing strong links with other providers who share the education of children in order to promote continuity and coherence for each child's learning.

The setting builds highly positive relationships with parents. Parents have access to a very extensive range of documentation, displays and events about the setting and the childcare practices. They are kept very well informed about their child's welfare and progress through verbal feedback and more formal meetings. Parents are actively encouraged to share what they know about their child and to extend their learning at home although this is an area of ongoing development. The setting regularly seeks the views of parents about how the setting operates and values any contributions made. Any suggestions are taken on board and used to enhance the provision for children, for example, parental comments led to one of the outdoor areas being improved.

The staff team works extremely well together and demonstrate a real passion for their work. The management of the setting is strongly committed to reflective practice in order to continually improve the provision for children. Ongoing staff training and regular appraisals help support this drive for continuous development. All staff and managers are heavily involved in self-evaluation and actively seek to address any areas they identify as needing further improvement, for example, holding a garden event for parents and children to help renovate the growing area. Outside advice and support is also used effectively to move the setting forward.

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

The whole setting is made very attractive and highly stimulating with children's work beautifully displayed and plenty of interesting items for parents to see. This results in children and parents feeling welcome and gives children a strong sense of belonging. They show they feel very secure and safe as they readily leave their parents and quickly find their favourite activities. Children soon become absorbed in their play as they choose from an extensive and imaginative variety of learning experiences. The rooms are exceptionally well organised so that children can freely access resources and enjoy the different play areas.

Children demonstrate outstanding progress in developing skills that will help them in the future. They have many opportunities to use different forms of technology including in role play areas and using the computer. They communicate extremely well and speak very confidently to each other and to adults. Children solve problems as they play with construction sets and learn to play well with others. They thoroughly enjoy using their senses to explore a very wide variety of different textures and materials.

Staff show they are extremely skilled at promoting children's learning and development through their play and everyday routines. For example, at register time staff support children as they eagerly call out the correct numbers, count and develop a good understanding of the link between sounds and letters. Staff use excellent questioning techniques that promote children's language skills and imagination effectively. Staff encourage children to share their ideas and include their suggestions of activities in the planning. This results in children who are enthusiastic, well motivated and fully engaged in the activities. The high quality planning and assessment systems are used very effectively to help every child make significant gains in their learning. Excellent support is provided for those children with special educational needs and disabilities and it can be seen that they are fully included and integrate well in the setting.

Children have great fun playing outside in the fresh air. They love using the beaters to make different sounds using the pots and pans hanging on the fence. They make marks with water and chinks showing they are developing very good skills in forming letters in their names. Children show high levels of independence and eagerly take on responsibilities such as being the helper for the day or wiping the wet slide so all their friends can safely use it. They build very strong relationships with peers and adults. They learn to respect others and happily take turns when sharing resources. Children engage in numerous activities where they learn to value diversity.

Children learn to use resources safely and develop a very good awareness of safety issues. Visits from police and fire officers help promote this awareness. Children develop healthy eating habits as they enjoy an excellent range of nutritious snacks and meals. They help to grow some of the produce to eat with their meals. They show an excellent understanding of the importance of good personal hygiene practices. Children gain a secure understanding of the need for

exercise and outdoor play and readily choose to play outside.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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