

Elan Nursery

Inspection report for early years provision

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Inspector

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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

Elan Nursery opened in 2006 and re-registered in 2010 with new owners. It operates from a purpose built building, situated in Steyning, West Sussex.

A maximum of 118 children may attend the nursery at any one time. The nursery is open each weekday from 07.30am to 18:00pm for 51 weeks of the year. They also provide after school care for children aged four to under eight years, term time only. Children are collected from different schools within the area. There are currently 125 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. All children share access to a secure enclosed outdoor play area.

The setting is able to support children with learning difficulties and/or disabilities and who speak English as an additional language. This provision is registered by Ofsted on the Early Years Register and compulsory and part of the Childcare Register.

The nursery employs 25 members of staff, of these 20 members of staff, including the manager, hold appropriate early years qualifications and two members of staff are working towards an early year's qualification. In addition the nursery employs one cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a very warm, nurturing and inclusive environment where children are settled and happy. Overall, children make good progress in their learning and development as staff work very well together to provide a wide range of learning opportunities relating to their interests. Highly effective partnerships with parents and other agencies ensure that each child's care and education is tailored to their individual needs. The nursery is led and managed by an experienced, motivated and enthusiastic management team. They are very aware of the strengths and areas for improvement within the setting and are working effectively with staff to further improve standards for children and parents.

What steps need to be taken to improve provision further?

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

- extend the range of information and communication technology
- review the organisation of large group time for the younger children to ensure their individual needs are met

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure that children are protected. Staff give good examples of the different types, signs and symptoms of abuse and who they would contact should they have any child protection concerns. As a result, they are very aware of their responsibilities with regard to children's welfare. Robust recruitment procedures ensure that staff are suitable to work with the children; this further promotes the safety of the children. Thorough procedures for risk assessments are in place which minimise children being exposed to potential hazards.

An effective key worker system ensures that regular sensitive observations are undertaken by staff members. These are used along with photographs and samples of children's work, to record children's progress. The display of children's art creations, posters and photographs makes the rooms welcoming, colourful and bright. The staff team works very well together to ensure that all the children's care needs and interests are successfully promoted. As a newly established setting the management team gives high priority to developing staff's knowledge and expertise through ongoing training. They also aspire and provide a good quality childcare service and regularly meet with staff to reflect on the practice within the nursery. The use of parents comments and children's views are used when identifying areas for improvement.

Partnerships with parents is outstanding. Children benefit hugely from the warm and relaxed relationships that have been developed between their parents and the nursery staff. Staff dedicate time getting to know children and their families, for example, through the effective settling-in procedures that are flexible and tailored to meet each child's individual needs. Parents access a wealth of information regarding the nursery, for example, a frequently asked questions pamphlet is included in the welcome pack for new parents and daily feedback sheets provides an overview of their child's day at the nursery. Parents comment that they are very pleased that their children are happy, settled and are making good progress from when they first start.

The management team has also skilfully established links with other early year's settings that children attend to ensure continuity of care and learning. Excellent links have been established with the local schools where meetings are held with the reception school teachers to ensure children's smooth transition into the classroom environment. The management team have also skilfully established links with other early year's settings that children attend to ensure continuity of care and learning. There is a pro-active and shared vision for inclusive practice, ensuring that every child can achieve as well as they can regardless of their background. The nursery works closely with external agencies to support the inclusion of children with special educational needs and/or disabilities.

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

Children enter the setting which has been well prepared prior to their arrival to ensure it looks welcoming and stimulating. Most children are able to confidently separate from their parents with some reassurance from staff members for newer and younger children. The children show high levels of confidence and independence within the nursery. They are well occupied and move around the setting with direction and purpose. Children independently access the bathroom when they need to and make their decisions about their play. Through routines and discussions children learn how to keep themselves safe. Staff give the children explanations and ideas about the safe ways to play on the climbing apparatus and reinforce messages about safety when using equipment such as craft scissors.

The environment is well planned to promote independence and encourage children to access resources from all areas of learning. The staff members support learning extremely well. Children enjoy planned purposeful play that gives them plenty of time for exploration, problem solving, being creative and make good sense of their world. They are finding out how things work as they press buttons and hear music playing on interactive toys. However, in some areas of the nursery there are less opportunities for children to access a range of communication and information technology. Staff acknowledge young children's vocalisations and introduce new vocabulary to help develop their communication skills. When reading books to the younger children staff pitch the level well by encouraging them to identify for themselves items in the book, such as naming each animal or colours they see.

Staff have established close relationships with the children, giving them confidence with a passion for learning. Children's behaviour is good and they are helped to understand how their actions can affect themselves and others. Interaction between babies and adults is extremely positive; they are happy and content and are reassured when they are sad or tired. Prior to lunch the babies and toddlers come together for group time to listen to simple stories, song and rhythms. Whilst some of the children engaged in these sessions the group was too large and staff were unable to sustain their concentration. Consequently the activity did not meet the needs of all of the children. Throughout the nursery children's self-esteem is continuously being developed through support and praise, having a positive impact on their overall well-being.

All children have access to fresh air and exercise on a daily basis using a wide variety of equipment which successfully promotes their health and well-being. They are very excited to be outside even in the very cold weather. The outdoor area has recently been refurbished and the setting has plans to enhance this area further to improve outcomes for children. Children are very positive in the ways they explore all the different spaces and use the range of equipment. Children benefit greatly from the outings in the mini-bus to local places in the community such as the library, local parks and a farm shop where the children can look at and taste seasonal vegetables. They also love looking at the farm animals such as goats, chickens, pigs and donkeys.

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	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

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