

Maplehurst Nursery

Inspection report for early years provision

Unique reference number	109298
Inspection date	28/03/2011
Inspector	Clare Hanson

Setting address	The Ridge, Hastings, East Sussex, TN34 2AA
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Telephone number	01424 202262
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Email	
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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*.

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Description of the setting

Maplehurst Nursery opened in 1990 and moved to its current site in 2000. It operates from a purpose built portacabin in the grounds of Sandown School, on the outskirts of Hastings, near Ore Village.

The nursery is registered on the Early Years Register. A maximum of 32 children may attend the nursery at any one time. There are 75 children on roll currently, all in the early years age range. Children aged three and four years receive free early education, as do some two-year-olds. Children attend for varying times, either in full or part time places. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area. The nursery currently supports children with special educational needs and/or disabilities.

The nursery employs seven members of staff who all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote children's welfare and learning needs well, so all make good progress. Overall, they are supported effectively, with good access to most resources. Staff place equality of opportunity at the heart of their work to ensure that every child is included exceptionally well. Children access a safe, secure and stimulating environment where they develop confidence and a sense of belonging. Outstanding partnerships with parents, the school and other professionals support children's individual needs and progress extremely well. The nursery demonstrates a good capacity to maintain continuous improvement to meet the needs of the children attending.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to develop their literacy skills by reconsidering how early writing materials are presented
- improve staff awareness of supporting children as they play independently, in order to support and extend learning when needed.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the staff team has an up-to-date knowledge and understanding of child protection and safeguarding procedures, which they implement effectively. They know where to access important

information and what to do in the event of a concern to promote the children's welfare. The provider takes clear steps to ensure that only those suitable to work with the children are able to do so. Risk assessments are clear and include all the areas of the provision that are used by the children. These are recorded and underpinned by daily safety checks and close supervision to maximise children's safety. The required policies, procedures and records are maintained and shared with parents to promote the children's welfare.

The provider has a good commitment towards driving improvement. The recommendations set at the last inspection have been met effectively. Staff access training courses to meet the needs of the children attending. The views of parents help to inform the self-evaluation process well and promote effective outcomes for children. Children access a good range of toys, resources and experiences that support the progress they make in relation to their starting points. Staff deployment is good overall, although occasionally they miss opportunities to give support during children's self-chosen play.

Equality and diversity practices are outstanding. For example, the learning and development of the different groups of children are promoted extremely well. Staff follow a clear policy that tackles discrimination effectively, promotes inclusion and all children's individual needs. The setting is inclusive and the learning environment and resources are equally available to all children, so all make good progress in relation to their starting points.

Excellent partnership working with the other agencies and professionals helps to promote consistency of care and learning for the children. Other agencies are welcomed into the setting to ensure all children's needs are met. The setting engages with parents extremely well. Communications are highly effective. Their views are valued and a good range of useful information is shared. Parents are included and involved in their children's learning. They feel very happy with the service provided by the nursery and several explain that their children enjoy coming and often do not want to leave at the end of the day. The partnership forged with parents clearly promotes continuity for the children.

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

Children's learning is supported effectively by the staff. For example, they ask open questions and promote discussions to prompt children to think and respond as they play, which promotes their communication skills. Staff offer good support overall, when needed which allows the children to be actively involved in routines and activities to promote their independence and sense of belonging. There are occasions where opportunities to give support or extend play are missed, for instance at lunchtime and during physical play, such as the trampoline activity.

The quality of the learning environment is good, indoors and out. Children enjoy many toys, resources and experiences that cover all areas of learning and help them to make good progress. They enjoy creative play with 'small world' resources including pirate ships with accessories, easy access to dressing up and painting.

There are opportunities for children to use their early writing skills and draw, although these are not always obvious and sufficiently enticing. A wide range of story books promote children's language and literacy skills. Children develop good problem solving skills, for example, through free access to a number of resources that encourage them to match, sort and use numbers in different contexts such as jigsaws and number games. They learn about diversity in society through the toys, resources and experiences provided. Children develop the skills necessary to their future learning through the good range of experiences provided such as free access to information and communication technology equipment. There is extremely good support for children with special educational needs and/or disabilities. Activity plans cover all areas of learning and the systems in place for planning ensure the individual learning and development needs of all children are met.

Children develop a good awareness of keeping safe. They know what is safe playing and what is not. Children learn about good health and hygiene through effective staff input. For example, they know when and why they need to wash their hands and the majority of children do this independently. There are clear hygiene routines and food is properly prepared and served. Children enjoy the healthy range of meals and snacks provided, which helps develop their awareness of healthy eating. Children's behaviour is good and they are very respectful towards the staff and one another. They share, take turns and play cooperatively together. Behaviour management strategies clearly promote children's confidence and self-esteem.

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	1
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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