

One World 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*.

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Description of the setting

One World Nursery is situated in a converted barn in the grounds of Brighton University and was registered in 1992. It is one of two nurseries run by the University of Brighton and provides full and sessional day care. The barn is divided into office space and the nursery. The nursery has sole use of their part of the building, which consists of four playrooms and an outside play area. The nursery serves staff and students attending the University of Brighton and the local community. It is open for 45 weeks of the year, from 8.15am to 5.30pm Monday to Friday.

The nursery is registered on the Early Years Register. A maximum of 35 children may attend the nursery at any one time and there are currently 48 children aged from two to four years on roll. The setting receives funding for early years education for both three- and four-year-olds. Children attending are representative of the diversity of people working in and attending the university and the surrounding area. The setting supports children with special educational needs and/or disabilities and children with English as a second language.

The provision employs 13 members of staff. All but one of the staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff's in-depth knowledge of each child's needs, inspirational interaction and an extremely effectively organised, highly stimulating learning environment ensure that they are extremely successfully in promoting all aspects of children's learning and welfare. As a result, children are unquestionably safe and secure; enjoy their learning and make very good progress, given their age, ability and starting points. A rigorous, detailed, planning and assessment system, which provides stimulating rich and varied experiences in almost all areas and fully acknowledges children's interests and individual learning needs is used extremely effectively to guide planning. The partnerships with parents and other agencies that are involved with children are highly effective ensuring individual needs are fully met. A very strong commitment to self-evaluation, which is rigorous and monitored by the manager and staff team, ensures that priorities for future development are promptly identified and acted on. This results in a service that maintains very effective continuous improvement.

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 children to see numbers displayed in the nursery environment.

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well. There are very good procedures in place which ensure that children are protected appropriately from abuse. For example, all staff complete regular training to update their knowledge and understanding of protecting children from abuse. Existing injuries and concerns are appropriately documented. All but one staff are qualified in first aid and vetting and recruitment procedures are very robust. For example, copies of training and qualifications are held on file, a thorough induction procedure is in place, which includes compulsory training on Safeguarding Children, First Aid, Health and Safety and Food. This ensures staff are fully aware of their responsibilities and, in turn, keeps children very safe and well protected. In addition to this, the effectiveness with which the setting deploys resources is outstanding, with the available space effectively organised to allow children to freely move between rooms and the outside area and access the resources both easily and independently. In addition to this, the staff take good considered steps to ensure that children develop an understanding of the limitations of the planet's environment. For example, children are encouraged to recycle rubbish as a result of the recycling bins positioned within the nursery.

Children with special educational needs and/or disabilities are identified and supported very well. The staff ensure the children with English as an additional language are well integrated. Staff are effective in working with other agencies involved in the children's care. As a result, they are highly successful in taking steps to close identified gaps in children's achievements. Staff work extremely effectively with parents. A wealth of information on the setting is shared through parent's notice boards, an internet blog and attractive displays of children work. Parents can also easily access policies and procedures through written copies collated in a hand book and given to them. Very good systems are in place to inform the parents of children's progress. For example, children's learning stories are available at all times and reviews with parents on children's progress takes place each term. Parents with special expertise are utilised well. For example, they are welcomed into the setting to read and sing songs in different languages, such as Icelandic. Parents and children also make effective use of the book loan service. Parents' opinions are valued and actions taken to accommodate them. For example, issues about sun safety and food have resulted in staff reviewing and amending their policy on food and in creating a new one for sun safety. The staff develop extremely solid links with other settings. For example, staff from other settings visit the nursery and share good practice and staff are currently in the process of improving their procedures to enable further successful links with other settings that children attend.

Staff implement some excellent methods to improve the quality of the provision.

For example, they have taken part in a national quality assurance scheme and reached accreditation for a further year. They have attended a wealth of additional training, such as Sustained Thinking and Play, Music and Movement, Makaton and Problem Solving Reasoning and Numeracy, as well as staff working towards a degree in Early Years Education. Leaders communicate ambition and drive and the processes for managing the staff's professional development are used extremely well. A very strong commitment to self-evaluation has resulted in sustained improvements in identified areas which have, in turn, very successfully impacted on the outcomes for children. For example, further awareness of healthy food has developed through identifying a need for developing staff's knowledge and through parents' comments. This has led to the types of food in the provision being successfully improved; enabling children to have access to balanced range of food, such as rice cakes and crackers, which are rich in high energy.

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

Staff provide an extremely welcoming, child-friendly, calm and focussed environment where an extensive range of rich, varied and good quality equipment and activities effectively challenges children of various ages and abilities. For example, children are able to use a section of a tree with entwining roots to support their small world play with insects and reptiles. Children are extremely safe and secure. They are able to gain an excellent knowledge and understanding of the world through stimulating first hand experiences, such as observing the tadpoles in the pond, planting daffodils, visiting local shops and a post office. They are developing excellent skills in problem solving, reasoning and numeracy through engaging in activities such as matching and counting small plastic teddies, and use mathematical language in their everyday play. For example, they count how many fruit a caterpillar is eating when reading their books independently and then explore numbers further by counting them backwards. However, there are fewer opportunities for them to see numbers displayed in the nursery environment. Staff are highly skilled and have flair in extending children's learning. They use additional resources extremely well. For example, when listening to a story about the whale song children delight and are enthralled in hearing whale music being softly played in the background. As a result, children are able to use language for an increasing range of purposes. For example, they ask questions, confidently predict what may happen in stories and are able to share information, such as the places that lizards like to live and why. They have lots of opportunities to develop choice and decision making skills. For example, they can choose to have music on or off whilst they engage in activities; they can access their snack and drink in the mornings as a result of a rolling snack time. They are also able to access their own water bottles, which are made easily available at all times. As a result, they are developing good independence. Staff know the children very well and effectively use information from observation and assessment to ensure that children achieve as much as they can in relation to their starting points and capabilities. For example, they gather detailed information from parents in booklets to ascertain children's starting points effectively. They regularly share information obtained from rigorous observations in all areas of learning, as well as information on

children's interests and schemas. This is then used to effectively identify the children's ways forward, which in turn, informs their planning. Adults interact extremely well with the children. Their teaching is rooted in expert knowledge of learning and development requirements and a full understanding of how children learn. They interact sensitively in children's play, and effectively use one-to-one time, and both large and small groups to promote children's individual learning. For example, children in circle time are encouraged and enjoy saying 'hello' in either their home language or the home language of the staff leading the activity.

Extremely positive steps are taken by staff to safeguard children. For example, parents are given swipe cards which have allocated time slots to enter setting, and a key pad system is used to gain further entry to the play rooms of the provision. In addition to this, daily safety checks are conducted on areas of the nursery and evacuation drills are regularly conducted. Children demonstrate a strong sense of belonging and security within the setting. They have very good opportunities to develop an understanding of keeping themselves safe through visitors to the setting, such as Paramedics and the local Fire Authority. As a result, they are confident in knowing not to run in the setting as they may bang their heads and hurt themselves. There is a high emphasis on healthy living and eating, with children enjoying activities in growing and sampling their own runner beans and strawberries, which are grown in boots that dangle from trees. As a result, they are confident in knowing that vegetables and fruit are good for them and that too many sweets can make their teeth fall out. Staff are extremely good role models and implement effective strategies to encourage children to develop habits and behaviour appropriate to good learners. For example, they talk quietly and calmly about expected behaviour and encourage collaborative working, such as helping each other to tidy up. As a result, children's behaviour is exemplary and they show a mature response to taking responsibility and of consideration to others. For example, they inform children of a child sleeping in the book area and ask them to be quiet and careful as they enter the area.

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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