

Young Sussex Nursery (Shoreham)

Inspection report for early years provision

Unique reference number	113846
Inspection date	12/04/2011
Inspector	Christine Clint
Setting address	302 Upper Shoreham Road, Shoreham-by-Sea, West Sussex, BN43 6BA
Telephone number	01273 440 777
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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

Young Sussex Day Nursery in Shoreham by Sea, West Sussex opened in 1992. It is one of three nurseries privately owned and managed by the same provider. It has sole use of a two-storey building situated close to public parks. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 35 children under eight years at any one time; of these no more than 35 may be in the Early Years age group and of these no more than 12 may be under two years of age at any one time. There is no provision for overnight care. The nursery is open each week day from 8am to 6pm, all year round, excluding public holidays. There are currently 56 children aged from three months to under five years on roll who attend various sessions. The nursery provides funded educational places for children aged two, three and four years old. Staff support children with special educational needs and/or disabilities and there is also support for children who are learning English as an additional language.

The nursery currently employs nine members of staff (including the setting manager) and one apprentice. The majority of staff working with the children hold a Level three qualification in Early Years child care and education. The nursery works with the local Early Years network and has completed four modules of a quality assurance programme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is very well established and managed with high levels of staff continuity; children's individual settling, security and well-being is clearly promoted. Self evaluation is comprehensively completed and this shows how progress has developed and where future improvements are planned. There is close and effective team work throughout the nursery and strong liaison across the nursery management. Staff are fully encouraged and supported by early years professionals and they have regular training opportunities, although the planned provision does not fully meet the play and development needs of all the younger children attending. There are very dedicated partnerships in place with parents and strong links with the wider community which benefits all children and families attending.

What steps need to be taken to improve provision further?

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

- increase staff knowledge and awareness of the needs of the younger children attending in order to improve both the balance of adult-led activities and the

purposeful play experiences to support all areas of learning

The effectiveness of leadership and management of the early years provision

The nursery is well organised and shows a clear commitment to meeting all regulations to maintain children's welfare. There are well established policies and procedures relating to safeguarding which are regularly reviewed. There are clearly defined systems for protecting children and referring any concerns. The staff attend regular training in this area, ensuring their knowledge is current. The nursery has comprehensive systems to show that all staff are thoroughly checked to work with children and both induction procedures and staff appraisals are meticulously managed. Children and staff attendance records are fully in place and there are well established systems to show that staff ratios are maintained. Clear complaint records are available for inspection and the manager is fully aware of meeting the requirements for recording complaints. Children's safety throughout the nursery is very well managed and supported by staff vigilance. Regular risk assessments are carried out and relevant documentation displayed in different areas of the nursery. These show that hazards to children and staff have been identified and systems to promote safety are in place. The nursery also identifies risks on outings and shows how children are protected away from the setting. The premises are fully secure and all visitors details are recorded. Fire procedures are displayed and regular tests of equipment are carried out. Staff and children learn how to follow the fire drill procedures to increase their awareness and understanding of how to keep themselves safe in an emergency. All accident records are fully available and the nursery has newly introduced systems to track accidents and highlight any risks to particular children. The nursery manager is well aware of the routines for administering medication and clearly organised routines are followed by nursery staff. Parents provide a full range of written permission to meet all areas of the requirements before children attend.

The nursery has made strong improvements across many areas since the last inspection. This has extended the provision of children's choice and increased opportunities for children to socially interact with staff during lunchtimes. There is now a secure, all-weather surface, outdoor play area at the rear of the premises and this has the benefit of being entirely shaded during the summer months for children's health and protection. The nursery has followed the suggestions from parents by creating an outdoor notice board to share information and this has worked well. There is also a nursery website which provides online newsletters and further information. Parents can be contacted by email if they wish and this was very beneficial during the heavy snow. The nursery continues to provide hard copies of all documentation and staff are fully prepared to meet the needs of individual parents in sharing information. The nursery issues regular parent questionnaires and there are opportunities for the involvement of parents at key person meetings. The nursery clearly values parental involvement.

The nursery has developed sound systems for observing and recording children's developmental progress and these records show that staff are fully aware of connecting children's individual activities to the areas of learning. The nursery staff

make observations and these are used to plan children's next steps in development. In the older children's rooms the evidence of how children are developing is very strong, but in the younger age group there is less involvement of adults in creating positive play experiences for children. This results in some younger children having less interest at times and little purpose during play, therefore development is not fully encouraged. The nursery has ample resources and these are organised in different play zones on each nursery floor and in the outdoor areas. Older children have a good choice of indoor or outdoor play provision and younger children have regular routines for outdoor play alongside their needs for snacks and rest.

Staff are aware of promoting and encouraging a positive attitude to difference and they provide toys and resources to reflect diversity. There are newly introduced routines of learning Makaton signs as well as letters, sounds and numbers of the week. Children are encouraged to become aware of their own uniqueness and they learn about other cultures and celebrations as they grow. Children with special needs or abilities are recognised and close links with parents and professional support staff are promoted to ensure all opportunities for progress are available to these children and their families.

Partnerships with parents are clearly valued and nurtured. Parents show delight in the nursery and they are very positive about their children's progress, the activities available and staff dedication. Many parents have had older children attending the nursery and they are keen to continue their links with the setting. They enter the nursery regularly at delivery and collection times and can freely talk to staff and key workers. Parents are very well informed through the new notice board and on-line information; there is ample information in the entrance area. Parents have very regular meetings and they are well informed of their own children's progress; they plan and agree children's next steps in development and use the home link books to record any meaningful events or activities at home. Children are encouraged to talk about these events in the nursery and this encourages self-esteem and promotes children's confidence. Parent suggestions are often used and contribute to the nursery development. The nursery also acts on ideas or suggestions from staff, visitors, practitioners or development workers. The nursery shows a very open and proactive attitude to widening the provision and linking with others in the community to benefit all staff, children and families.

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

Children have ample freedom of movement on both floors of the nursery. Some activities are prepared in advance for older children to encourage their interest and involvement. The older children on the ground floor are very confident and sure of their movements, making decisions and carrying out activities of their choice. They handle the cornflour and water 'gloop', mixing it with utensils to make patterns and use words to describe how it feels on their hands. They are adept at washing and cleaning themselves after messy play and use the toilets independently. Children

are encouraged to find tissues from the dispensers around the nursery and to dispose of their tissues in the bins. They are learning about hygiene and being responsible for keeping themselves clean. They make decisions to go outside for physical play opportunities in the fresh air. Children are excited and noisy; they enjoy riding the bicycles and wheeled toys around the path. They are learning to follow the nursery rules of keeping the mobile toys on the path for safety. They have ample choice of activities outside, and can climb and clamber on apparatus. They learn to use the slide safely and show increasing confidence in manoeuvring themselves. around this environment.

Children play pretend games of rough and tumble with each other. They are learning to act out roles and try to wear traffic cones on their heads as part of the game. Staff are aware of when to intervene and they suggest hide and seek to calm the activity and encourage some more directed purposeful play for older children. Staff interest children in finding treasure and they dig in the sand and the compost with effort and interest. Children play their own pretend games in the outdoor kitchen, making tea and pretend food; they are often quiet and involved with carrying out their actions. They use drawing materials outside to write and make marks. They also like to have stories read to them by the staff in the outdoor environment.

Younger children wander freely on the first floor. They move the trains on the wooden track, they practise putting these in the right position. They show less interest in each other because they have not developed skills of peer group play. They are beginning to wear dressing up clothes and ask for help to put items on, talking about different shoes in the pretend shoe shop and recognising some colours and patterns. When staff become involved with play, children are keen to listen to a story which holds their interest well and shows children's developing skills of listening and understanding. Toddlers and younger children sit with staff to eat fruit and have drinks. They are reminded to wash their hands at the low sink before eating and they manage this well for their age and stage of development, however some younger children do not fully understand when they must wait for a turn at the snack table. Children's sleep routines are mostly organised to meet their individual needs during the day. Many of the younger children sleep after lunch; they happily settle on their sleep mats obviously feeling secure and comfortable.

On the ground floor several older children sit together and play games on the computer. They show high levels of involvement, talking about the game and suggesting to each other what to do next. Their ability to share ideas with others and play cooperatively is encouraged. Staff remind them to use the timer or negotiate turn taking between themselves and they manage this well. Other children sit in a group with staff and play a memory game on the floor. They are learning to remember where the cards are positioned and enjoy taking turns to 'win' cards. The staff member includes ideas which help children and she praises children for their memorising skills, talking about the pictures on the cards and describing these. Some children spontaneously decide to make their own picture of a rocket using small wooden shapes, talking about the wings on either side and ensuring these are symmetrically placed. They demonstrate their early maths skills by counting all the pattern pieces they have used and confidently reach number

nineteen in sequence.

Older children build with large wooden blocks; they position these in a square and choose to stay indoors building rather than go outside in the garden. They talk about the entrance to their building and say which is the front and the back. They organise the garden and plan to 'make flowers'. Children ask each other how they will do this and they use the pink and black construction equipment and say these are tulips. Their conversation extends to bugs who will live in the garden. From this activity the children remember that they have seen spiders in the bath at home; they spontaneously carry out the actions to the 'incy wincy spider' song. Several children are keen to sing together with staff and they gather in the quieter area, learning to use their hands and fingers to make the church and the steeple, learning to sing the words and co-ordinate their hand movements. The children show interest in singing and choosing songs themselves. They are learning excellent vocal skills through songs, stories, rhymes and poems.

The children display good trusting relationships with staff and appear comfortable and happy at the nursery. The children understand the daily routines and learn the expected behaviour boundaries; this helps to establish their security and support their increasing self-confidence. The nursery seeks to meet their individual needs from the start and strives to give children every opportunity to develop their skills for the future.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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