

Christchurch Nursery

Inspection report for early years provision

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Inspector Clare Stone

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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

Christchurch Nursery is part of a chain of two nurseries owned by the company Christchurch Nursery (Folkestone) Limited. It opened in 1991 and operates from several rooms in an annexe in the grounds of Christchurch Primary School in Folkestone, Kent. A maximum of 60 children may attend the nursery/out of school club at any one time. The nursery is open each weekday from 8:30am to 5:30pm all year round. All children share access to secure enclosed outdoor play areas. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are currently 125 children aged from two to under eight years on roll. Of these, 90 children receive funding for nursery education. Children come from a wide catchment area. The nursery 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 company employs 16 childcare staff at this nursery, as well as an administrator. All staff hold appropriate early years qualifications. The nursery also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish at the nursery. The staff work tirelessly to ensure all children settle well and are extremely valued as individuals. There are strong partnerships with parents and outside agencies which help support and extend the quality of care, learning and development which children receive. This helps children make excellent progress in relation to their starting points. The management team and staff are committed to improving the nursery and have put in place clear systems for self-evaluation. These help them reflect on their practice and plan future development which results in 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:

- clarify the record of risk assessments to show clearly how identified risks have been minimised.

The effectiveness of leadership and management of the early years provision

All staff have been subject to an excellent and rigorous recruitment, vetting and induction process. This helps ensure they are suitable to look after young children. There are clear systems in place to ensure they have detailed knowledge of child protection issues and are effective in dealing with these in a professional and calm manner. All staff receive regular one to one sessions with the nursery manager in addition to their yearly appraisal. As a result, staff training needs are identified and well supported through attending outside and in-house training. The staff are skilled at providing additional support for children with special educational needs and/or disabilities to ensure children's individual needs are being met. The nursery staff are fully committed to ensuring that the service they provide is inclusive for all families. Although risk assessments are undertaken daily they are not recorded. Therefore, there is no system to monitor previous concerns. The staff provide excellent policies and procedures for parents to review, which enables them to keep informed of how the nursery operates on a daily basis.

Equality and diversity is embedded throughout the nursery. This is evident in their equal opportunity policy and how they work tirelessly to identify and meet children's emerging additional needs. This is a clear process and works well due to the successful implantation of the key person system. The staff have excellent knowledge of the support services available and do not hesitate to use them where necessary. Boys and girls participate equally in all activities and children's individual needs are being met. All resources in place are in excellent order and accessible. Children are able to pick and choose what they would like to play with and encouraged to change them when not in use. Staff follow children's interests and this is reflected in the planning. The management team and staff have a clear and achievable plan for self-evaluation. This is fully supportive of continuous improvement and the nursery have detailed procedures to ensure they cover all areas of the nursery to keep it up to date and provide a high quality service.

There is an excellent partnership with parents and carers. Parents speak very highly of the nursery and report their children are extremely happy and have settled in very well. There is a great free flow of information which ensures children's progress and their welfare needs are paramount. Parents receive regular newsletters and daily feedback on how their children are developing. Children's starting points are discussed with parents and this information is used to enable staff to plan fun and meaningful activities. Children derive great benefits from this close working relationship between staff and parents, which allows continuity of care and the appropriate distribution of staff's time.

Children have access to a enormous range of resources to address all areas of learning and children are excited to be at nursery. The resources and equipment used by staff are given a lot of thought to ensure they are interesting and stimulating. Staff ensure resources are robust and child friendly, allowing children to explore and experiment without fear of damaging and breaking them. Children have access to a beautiful sensory room where small groups can spend some quiet time relaxing and extending their social skills. The nursery provide outstanding

care and education for all children who attend.

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

Children have a wonderful time at the nursery. It is a spacious and well thought out building with plenty of room for children to move around freely. Children are given lots of opportunity for independence and staff understand that children need to learn to do things for themselves. For example visiting the toilet and learning to get themselves dressed. There is a harmonious feel within the nursery and the staff are very good role models. They talk to the children in a calm and reassuring manner and always have time to give them a cuddle if they need some reassurance. Children's behaviour is excellent and staff ensure children are given praise and encouragement to help build their self-esteem and confidence.

All children show an exceptional understanding of the importance of following a good personal hygiene routine. They wash their hands after using the toilet and make healthy choices at snack and meal times. Children have plenty of access to physical play and the nursery has a free flow system which allows them to play inside or outside. The outside area is planned for in advance and has lots of activities for children to take part in. Children are taking ownership of their health and taught at a young age what constitutes a healthy lifestyle. Younger children are content and settled because their individual health, physical and dietary needs are met to a high standard.

Children show an extremely strong sense of security and belonging. They are very happy and can't wait to get to nursery and rush in the door when they arrive. All children work exceptionally well independently and with their peers and can show excellent negotiation and cooperation skills. All children are valued and their differences celebrated within the nursery. All children are making significant gains in their learning in relation to their starting points. There is a good mix of adult and child led activities which can always be changed or extended. Staff ask children open questions and give them time to answer. This allows children to organise their thoughts and make sense of the world around them.

For most of the children who attend nursery their outcomes are at least good. Children have an excellent attitude to learning and have high levels of achievement. They are able to demonstrate outstanding progress in developing skills for the future. For example, they use the computer system independently and problem solve as part of their daily work in the nursery. All children show that they are developing a very good understanding of how to keep themselves safe and taking some responsibility, such as helping at tidy up time and not to run in the nursery. Children are confident and happy learners in an environment which enriches their development in all areas.

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