

Treasure Box Nursery

Inspection report for early years provision

Unique reference number	113800
Inspection date	11/05/2011
Inspector	Christine Clint

Setting address	73 Victoria Drive, Bognor Regis, West Sussex, PO21 2TD
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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

Treasure Box Nursery opened in 1978 and is part of the Open Gate Church at Bognor Regis Baptist Church. It is managed by a committee, which includes pre-school staff and church representatives. The nursery is situated to the rear of Bognor Regis Baptist Church, which is located in the centre of the seaside town of Bognor Regis, West Sussex. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register although no children in this age group currently attend. A maximum of 26 children in the early years age group may attend the nursery at any one time. The nursery serves families in the local area. Accommodation includes a very large classroom, toilet facilities and a kitchen area with an enclosed outside play area. The nursery has use of the church hall for inside physical play at times.

There are currently 60 children in early years age range on roll and the nursery provides funded educational places for three and four-year-old children. Staff support children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery operates from Monday to Friday, during term time only, from 8.45 am to 12.15pm and from 12.45pm to 4.15pm. Children attend on a sessional basis and are able to stay for lunch until 12.15pm or arrive for lunch at 12.45pm. The nursery employs six members of staff, five of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides excellent opportunities for child-initiated learning, which is constantly supported by dedicated staff. There is exceptional continuity of staff, who have high levels of knowledge and understanding about individual children's capability and progress. The accomplished and well-organised leadership and management have a strong capacity for sustained improvement; they rigorously complete a thorough self-evaluation that reflects all areas of the provision. There are strong partnerships in place with parents and carers, who are inclusively involved at the start of children attending and consistently encouraged to support their children's learning and progress. Parents are very well informed; they fully support the provision through participating on the parent committee.

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 the opportunities for parents to contribute to children's

records of progress to make links with their learning at home.

The effectiveness of leadership and management of the early years provision

The nursery has very strong leadership and management, with well-organised and confidential storage facilities for all documentation. A full range of policies and procedures is in place, which are frequently reviewed and which comprehensively promote children's safety. Children's security is of paramount importance, and all staff follow nursery routines closely to maintain it. There are high ratios of staff to children, which are increased according to the needs of the children attending. Staff show strong levels of continuity and continue to train; all documentation is available to show that clearance systems are robust. The nursery has well-written procedures for child protection, which are shared with parents; staff regularly attend training to ensure their knowledge of safeguarding is reviewed.

The nursery has detailed records of risk assessments that identify and minimise all hazards. The nursery has included all outings and specific activities, including a dedicated risk assessment for specific children who may be attending or individual visitors to the premises. There are full procedures for managing complaints, and the provider is very clear about her responsibility to record and respond. Children learn effectively about emergency fire evacuation because they practise fire drills regularly with staff. There are detailed records of children's accidents and the treatment provided. All regulations regarding medication are followed and recorded, and the nursery displays information about contagious diseases.

The nursery provision is exceptionally well arranged and resourced. Children have large well-equipped areas of focused provision to encourage their learning through play, and different activities are included in the outdoor area to complement and reflect the areas of learning. The nursery has recently improved the outdoor area by providing new surfaces, additional apparatus and secure fencing. There are substantial resources which reflect positive images of the diversity in society, and these are available throughout the provision. Children are fully encouraged to understand and accept each other's differences, and they show very effectively how they respond to individual needs. They often celebrate different festivals, they have regular French lessons, and learn from people of different ages in the community.

The provider and staff show a strong and proactive involvement with all areas of the provision, and this is shown in the clear self-evaluation process. This has enabled the nursery to precisely identify priorities for improvement, using information from parents and children, ultimately leading to the purchase of new outdoor play resources and refurbishment. The nursery has also implemented all requirements of the Early Years Foundation Stage since the last inspection, and children's progress and development is comprehensively monitored. Staff show high levels of awareness and understanding of their key children's learning. They very successfully record children's achievements in the learning journals and use their knowledge to plan for their next steps.

There are committed and well-supported partnerships in place with parents, who highly recommend the nursery and show total satisfaction with all areas of the provision. Parents can offer to spend time with their children on a rota basis, they admit that they enjoy seeing what their children do at nursery. Parents supply all the required information and share with staff details of what their children can do before starting to attend. There are individual settling routines and staff work closely with parents to meet each child's needs, especially if a child has specific routines or special educational needs and/or disabilities. Parents attend regular meetings to update their children's records of learning, and they know they can access the records at any time. Some parents contribute to the records by adding details of children's learning at home, which supports and extends their progress. The nursery has established close links with local schools and has well-organised and planned routines in place for children who transfer. There are strong connections with the church, the toddler group and the wider community; the nursery welcomes professionals to visit, and this encourages children's understanding of their environment. There is close liaison with professional agencies who support and extend the learning needs of individual children.

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

Children enter the nursery with anticipation and eagerness; they are entirely familiar with the staff, the layout of the resources and the daily routines. Children show exceptional confidence, independence and enthusiasm for sharing information. They seek out staff, express their own ideas, and ask for help to achieve tasks, for example when making a flag, choosing materials and concentrating to copy their name. Children can access indoor or outdoor play for the majority of the session and continue to learn through play because both environments feature activities that link with all areas of development. Children dig with tools and learn about using compost in the soil outside. They carefully help to plant tomatoes and learn about plants growing from seeds when planting the sunflowers. They are eager to carry the water and understand that plants need to drink. Children greatly enjoy making musical sounds by rattling and banging the instruments attached to the wall; they use the saucepans and the hanging xylophone spontaneously and delight in the noise. Children show construction skills when joining the train track and working with each other. They use slatted wooden shapes and pretend to be surfing, standing on them and fixing them in various positions with determination. Children are keen to ride on the wide variety of scooters, cars and a new bicycle without pedals, which encourage them to travel and balance. They clamber and climb on a castle with a slide and look through the different portholes. They fully enjoy their freedom of movement and the challenge of exertion.

Children register themselves on arrival and learn quickly to recognise their own written names on the coat pegs. There is ample labelling throughout the provision to help children understand that written words carry meaning. Children use letter shapes with the play dough, they recognise the letters of their own names and want to copy them. They draw, paint and colour, and use chalks to make marks on

the ground. Children enjoy stories all together; they also have spontaneous stories in small groups and can choose from a large quantity of books which are readily available. They respond to questions about stories, showing purposeful concentration and interest because staff link stories with current events in the nursery. They read books about tadpoles turning into frogs because the children have newly acquired tadpoles in a small aquarium to enable them to see the transformation. This means that children understand how books can be used for information. Staff make extremely good use of opportunities to respond to children's conversations. For example, when children talked about volcanoes with fire coming out of the top, staff found information and showed children pictures. Staff also instantly recognise when children repeat new words that they have learned, and they encourage children to understand the meaning.

Children interact with confidence and talk about recent events and families, they are very relaxed at snack time because they know the routines and understand how to behave and respond. Children are very independent and can use the toilets responsibly, they know they must wash their hands before snack and lunch time to be healthy. They have water to drink at any time and small cartons of milk with their snack. Children help to cut up the banana and pass the bowl to each other, they count the children and lay out the cartons of milk to correspond. They count each other and concentrate when staff take the register, learning each other's full names, answering staff politely, and remembering to say 'please' and 'thank you' to each other.

Children learn to be responsible in many ways and to understand about safety. They are reminded to tuck their chairs under the table after snack and lunch time, to prevent others from tripping. They follow nursery routines of wearing different coloured wristbands in certain areas, for example in the large construction area where wooden items are heavy and too many children would be dangerous, and in the very small den where space is limited. Children are constantly aware of the systems in place and swiftly raise concerns themselves if the rules are not followed, which shows their excellent understanding of safety and responsibility. Children also enjoy playing alone at times, and use the kitchen and play food to lay out tea and pretend to cut the cakes with plastic knives. They show concentration and precision in positioning items and moving them from place to place. They spend time with the play dough, making and identifying shapes, forming patterns and talking about the 'melon cake' they have made.

Children are eager to count and they recognise numerals on a clock face. They know the clock has two hands and is linked with time and daily events because they follow routines every day in the nursery, and this encourages their understanding of sequence. Children have extensive opportunities to link numbers and quantity with many activities and everyday life. They cook and weigh ingredients, talk about house numbers and make models of houses, count fingers, and measure each other's height and compare the differences. Children build using cardboard boxes and explore space by hiding inside them. They are inspired to build rockets after reading a story, and to take magnifying glasses for exploration. Children show exceptional levels of imagination in their creative play, and staff encourage and extend their ideas with enthusiasm.

Children are intrigued by the vast number of high-quality resources, which they use these with precision, showing perseverance and continued concentration. For example, using scoops to pour dry sand into containers with small openings holds children's attention for long periods. They have natural items such as shells and fir cones readily available to handle and weigh on scales. Children use the computer, control the mouse very well and understand the sequences required. They ask permission to use the camera, which staff explain how to use and remind them to be careful.

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

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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