

Abc Nursery

Inspection report for early years provision

Unique reference number 113343
Inspection date 25/05/2011
Inspector Lisa Cupples

Setting address 217 Aldwick Road, Bognor Regis, West Sussex, PO21 3QG

Telephone number 01243 821557

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

ABC Day Nursery opened in 1991 and operates from a large two-storey property situated in the Aldwick area of Bognor Regis. The nursery is privately owned and serves the families from Bognor Regis and the surrounding areas. The nursery is open from Monday to Friday 8.00am to 5.30pm all year round, excluding bank holidays. Children are able to attend full-time or on a sessional basis. All children have access to a secure outdoor play area.

The nursery is registered to provide care for 34 children under eight years at any one time. There are currently 86 children in the early years age group on roll. Of these, 40 children are in receipt of funding for nursery education. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are 16 members of staff including the owner/manager. Of these, 15 members of staff have relevant early years qualifications ranging from level 2 to degree level and one member of staff is currently working towards a degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are extremely happy and settled during their time at the nursery. Staff spend time getting to know the children and their families well. As a result, all children's individual needs are being met and their welfare is supported successfully. All children are making good progress towards the early learning goals.

The setting is fully inclusive and equality and diversity is reflected exceptionally well in all aspects of the settings practice. Full policies and procedures are in place and most documentation is maintained well. Effective monitoring and evaluation systems ensure the nursery has the capacity to continually drive improvement for the benefit of all children who attend.

What steps need to be taken to improve provision further?

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

- further develop the information obtained from parents to include the children's starting points with regard to their learning and development
- ensure information about the children's identified next learning steps is shared regularly with parents to fully involve them in their children's learning, enabling them to extend their children's learning at home.

The effectiveness of leadership and management of the early years provision

All children are effectively safeguarded because the entire staff team have an exceptionally good understanding of child protection procedures and know how to implement them to protect the children in their care. Staff are able to describe the possible signs and symptoms of abuse and meticulous systems are maintained to record any concerns. The policies and procedures are shared with parents to ensure they are fully aware of the settings responsibility towards safeguarding the children. All incidents and pre-existing injuries are recorded for future reference and referral charts are displayed all around the setting for information. Robust and rigorous recruitment and vetting procedures ensure all adults working with the children are suitable to do so. Effective and comprehensive systems are in place to monitor the ongoing suitability of everyone employed at the setting. Equal opportunities policies are adhered to across the setting, including the recruitment process. All children enjoy an extremely safe and secure play and learning environment because all staff are vigilant and take action to minimise the potential risks to children. For example, daily checks are carried out across the nursery to ensure any hazards to children are identified and removed before the children enter the building. Full written risk assessments are carried out covering all areas used by the children both inside and outside and the risk assessments include all outings.

The setting has made good progress since the last inspection and most of the previous recommendations have been fully addressed. For example, the child protection policy has been updated to ensure the Local Safeguarding Children's Board procedures are included. All staff play an active role in monitoring and evaluating the overall effectiveness of the nursery. Everyone contributes to the action and development plans and any areas for improvement are identified and acted on. For example, the outdoor play area has been successfully developed to improve the children's outdoor play and learning experiences.

Comprehensive equality and diversity policies and procedures are in place and are shared with parents. This is a fully inclusive setting where all children are welcomed and their diverse backgrounds are respected and valued. Labelling and text around all the rooms is in different languages reflecting the range of home languages used within the setting. Staff work closely with parents and gather useful information about key words and phrases in the children's home languages to help those children who have English as an additional language to settle in and feel secure. Parents also spend time teaching staff how to pronounce the words. Letters, numbers, colours, shapes and many other items are all labelled in a range of languages around all the rooms and parents play an active role in translating words for the staff to ensure they can fully support their children. All home languages and the variety of cultures are valued within the setting ensuring that all children have an extremely positive play and learning experience. Children celebrate an extensive range of international festivals and enjoy listening to stories and music from around the world. All children have access to a wide range of multicultural resources on a daily basis. Staff ensure positive images of diversity are displayed across the nursery to challenge the children's thinking as they begin

to develop an understanding of diversity and differences in the wider world from an early age.

All children's individual needs are being successfully promoted because staff spend time getting to know the children and their families well. Excellent partnerships with other agencies ensure every child receives high levels of support from an early age. Staff share expertise with other agencies to fully support all children and individual strategies are implemented to ensure children's needs are being met. For example, speech exercises are incorporated into the daily routines to effectively support those children who have speech and language difficulties. Partnerships with parents are good and children benefit from the open lines of communication. Before the children attend staff spend time with the parents gathering a wealth of information about the children's welfare requirements, such as, sleep patterns, dietary requirements and likes and dislikes. However, little information is currently obtained about the children's starting points in relation to their learning and development. This prevents staff from planning and organising individual activities and experiences to progress the children from the time they begin attending. Parents are able to talk to the staff at any time and have access to their children's progress records. However, information about the children's next learning steps is not shared regularly with parents to enable them to become fully involved in their children's learning or extend their children's learning at home.

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

All children are making good progress towards the early learning goals because the entire staff team have a good understanding of the Early Years Foundation Stage framework. Staff spend time observing the children and recording what they can do. The information is then used to plan and organise a range of activities and experiences to promote the children's progress in all six areas of learning, both inside and outside. Children have many opportunities to practise their emergent writing skills for a variety of purposes. For example, children make lists and attempt to write their names on their own work. Older children can write their names fully and younger children are beginning to form clear, recognisable letters. Children handle books correctly and enjoy listening to stories. Staff are responsive to the children's individual needs and staff in the baby room nurture the children. They are attentive and support the children fully, offering cuddles when required and praising and encouraging the children all the time as they try new activities. Staff sit with the children introducing new vocabulary and repeating the words carefully and slowly so the children can repeat them. All children and babies have many opportunities to explore and investigate their surroundings. For example, babies examine their reflections in the mirrors as they develop a sense of self and explore a variety of treasure baskets as they begin to make associations. Older children examine the stick insects and tadpoles, watching how they grow and change. The children excitedly tell staff how many tiny frogs they are in the tank. Children move around freely and the pre-school children enjoy free flowing in and out of the garden area. Younger children enjoy the fresh air everyday, both in the morning and the afternoons to ensure they benefit from outside play and learning

experiences. Children count at every opportunity and enjoy singing counting songs as they learn. Children have opportunities to problem-solve and staff encourage the children to persevere during tasks, for example, supporting children as they complete complex puzzles or figure out how to build complicated train tracks. All children use their imaginations well and have many opportunities to express themselves. They have pretend picnics with staff in the garden sailing boat, invent characters during role play and small world activities and enjoy dressing up and negotiating roles as they play develops.

Children learn about keeping themselves safe through discussion and daily routines. For example, children know they must not run inside the building in case they fall and hurt themselves. They are able to use an extensive range of tools with ease. For example, children's scissors skills are developing well and they use knives when helping to prepare snacks and salads, often reminding each other of the safety rules. Older children are able to fully explain the fire evacuation procedures because they practise regular fire drills with the staff, showing they know what to do in the event of an emergency. Children learn about sun safety and talk about wearing sun cream and hats to protect themselves. They talk about having to cover their heads so they do not get too hot and the cream is so they do not burn if it is sunny. Children also learn about 'stranger danger' and road safety through a variety of activities, discussions and visits from the local fire brigade and police force. All children are extremely happy and settled during their time at the nursery. They are developing very strong relationships and show high levels of self-confidence as they share their ideas and thoughts. Staff organise the daily routines exceptionally well to ensure the individual needs of all children are successfully supported.

All children learn about healthy eating and lifestyles from an early age. For example, all children enjoy a wide selection of fresh fruit and vegetables for snacks. They talk about the types of food that are good for them and will help them to grow big and strong. Children know they must wash their hands before preparing or eating food and talk about 'washing off all the germs that they can not see'. The nursery actively encourages healthy eating during snack times and nutritious options are provided for the children by the nursery. Parents provide packed lunches for the children and the healthy eating policy and information leaflets encourage the parents to provide a well-balanced and healthy lunch. Children are currently growing a wide range of fruit and vegetables in the nursery allotment and enjoy picking them, and washing and preparing them for snacks. All children have ample opportunities to engage in a wide range of physical activities, both inside and outside. They enjoy musical movement and are learning to move their bodies with control and coordination. Children practise their climbing and balancing skills and ride wheeled toys with ease. They carefully manoeuvre the toys to avoid colliding with others, showing very good spatial awareness. Children talk about how their bodies react after physical activities. For example, children notice when their hearts are beating faster and when they feel 'puffed out'. They know they should drink plenty of water during the day because it is very good for them. All children have access to fresh drinking water throughout the day and they often help themselves.

All children behave well during their time at the setting because staff implement

clear rules and boundaries consistently. As a result, the children know exactly what is expected of them as they learn about right and wrong. Staff are positive role models and lead by example, for instance, staff always say please and thank you to the children and remind them to use their manners and be polite. Children are beginning to show consideration for others as they pass resources and move chairs around so others can join in their activities and games. Children work well independently and in large and small groups, cooperating well with each other and the staff team.

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	1
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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