

Church Lane Nursery

Inspection report for early years provision

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Inspector	ISP Inspection

Setting address	St Michael's Church Hall, Church Lane, Southwick, Brighton, West Sussex, BN42 4GD
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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

Church Lane Nursery is a long established provision that re-registered at the new premises in 2010. It is run by a private provider. The setting operates from a church hall in Southwick, Brighton in West Sussex. There is one main hall and children have access to a secure outdoor play area. The setting is open each weekday from 9.15am to 12.15pm plus Tuesday and Thursday afternoons from 12.30pm to 3.30pm in term time only.

A maximum 24 children in the early years age range may attend the setting at any one time. There is no provision for children aged under two years. There are currently 34 children on the roll who attend various sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs eight staff including the manager. Four staff members hold appropriate early years qualifications and two others are working towards a qualification. The nursery is registered on the Early Years Register. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children take part in a good range of activities which are planned according to individual interests and developmental needs. Staff offer a fully inclusive, warm and welcoming service. Policies and procedures are well thought through, information is up to date and staff implement them effectively to maintain good standards. The nursery is led and managed by an experienced, motivated and enthusiastic management team who demonstrate a dedicated approach towards continuous development.

What steps need to be taken to improve provision further?

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

- further develop the outdoor play area to ensure that children have a wider range of activities to cover the six areas of learning

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding children. Children are safeguarded by effective recruitment and vetting procedures, including effective procedures for the induction of new staff, students and volunteers. Staff have a good understanding

of child protection issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Ongoing professional development is encouraged and staff either already hold appropriate qualifications or are working towards them. Detailed risk assessments and other safety procedures are rigorously monitored to keep children safe at all times. For example staff consistently record accidents, existing injuries, and any medication administered to children. Additionally, access to the premises is strictly monitored, and the system for recording visitors is consistently maintained to accurately record all persons present in the setting.

The management and staff team have a clear vision for the setting and demonstrate a strong commitment to further enhance the quality of the early year's provision. For example, through the completion of their self-evaluation system they monitor the quality and standards at the nursery. There is a pro-active and shared vision for inclusive practice, ensuring that every child can achieve as well as they can regardless of their background. All children are included and well integrated. Staff are committed to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Children's individual identities are nurtured and staff are dedicated to adapting the provision to meet the constant changing needs of the children who attend. Children are encouraged to use signing with each other to enhance their communication throughout the whole day. The success of this approach was evident in relation to their ability to express their needs, despite not always having the right vocabulary to do so.

Excellent links have been established with the local schools where meetings are held with the reception school teacher to ensure children's smooth transition to primary school. The manager has also skilfully established links with other early year's settings that children attend to ensure continuity of care and learning. Partnerships with parents are outstanding. Children benefit hugely from the warm and relaxed relationships that have been developed between their parents and the nursery staff. Staff dedicate time getting to know children and their families. For example, through the effective settling-in procedures that are flexible and tailored to meet each child's individual needs and specific requirements. Parents say they are delighted with the excellent care given to support children who have special educational needs and/or disabilities and those who speak English as an additional language. They speak highly of the staff team who have such a good rapport with all of the children, helping them to progress in all areas of their development.

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

Children are highly valued and a varied selection of resources, play materials and activities allow them to thrive in this environment. Staff have a secure understanding of the Early Years Foundation Stage, which is reflected in the practice. As a result, all children make good progress in their learning and development. Generally the environment is very child focused with play spaces thoughtfully set out for their convenience. However, the outdoor play area is

currently being refurbished and does not fully promote the six areas of learning.

Planning reflects well the children's interests and personal input. They are able to spend time absorbed in activities they have chosen. Most of the children sustain their involvement in activities well and the success of this is evident as they used the various tools to build and construct. Children had great fun and were highly absorbed as they repaired the garden fence and built a house. Children are developing their early writing skills; they have good opportunities to write for different purposes and have access to a range of writing resources which they select independently. For example, children were supported by staff to use the clipboard and pads to write the list of additional materials they required.

Children have good access to information and communication technology to support their learning and to help them develop skills for the future. Children explore with different materials, colours and textures as they thoroughly enjoy designing and creating colourful pictures and painting the walls outdoors with large brushes and rollers.

The setting is committed to promoting positive images of diversity and difference. Toys and resources include appropriate small world toys showing different skin tones, plus appropriate books and puzzles. Festivals such as Easter and Chinese New year are celebrated and children learn to value the diversity of their home backgrounds. There are also positive images of disabled people incorporated into many of the books and toys.

Children are eager to refresh themselves after their activities and enjoy snacks brought from home. They are developing their independence as they learn to pour their own drinks of water. Children also access activities that capture their interest to learn enthusiastically about healthy living. For example, they grow their own strawberries and have lively discussions at snack time about their favourite foods and the importance of a balanced diet. All this contributes to children's understanding of a healthy lifestyle.

Children are kept safe because staff have a good understanding of creating a safe environment where risks are minimised. Children take part in regular fire drills and are gently reminded about safety issues whilst playing.

Children's behaviour is effectively managed and positive encouragement means they behave well and show kindness and consideration towards each other. Children are forming positive relationships as they work together when completing puzzles and games. They join in familiar songs and rhymes together, and take part in circle time. Staff ensure that the organisation of these sessions consistently meets the needs of individual children. and ensure that all children have an enjoyable time.

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	2
The effectiveness of safeguarding	2
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	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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