

Marriotts Nursery School

Inspection report for early years provision

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Inspection date	08/09/2011
Inspector	Shan Jones

Setting address	18a Mulberry Lane, Goring-by-Sea, WORTHING, West Sussex, BN12 4JL
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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

Marriotts Nursery School opened in 2011 and is privately run. It operates from a purpose built building in Goring-by-Sea in West Sussex. The group have access to one large playroom room and toilet facilities. There is a secure outdoor play area.

A maximum of 30 children from two to under eight years may attend the setting at any one time. There are currently 64 children on roll; children attend different times of the week. The nursery school is open each weekday from 8am to 5pm, term time only.

The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The setting is registered on the Early Years Register, and the compulsory part of the Childcare Register. There is a team of eight staff including the manager, seven of these staff hold appropriate early years qualifications. The nursery school receives support from the local authority early years mentor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff are a dedicated, enthusiastic and experienced team; they work together well, putting the needs of children first. The learning environment and documentation is mostly well organised to meet children's individual needs and promote their development in all areas of learning. Staff work very closely with parents and carers, and form strong partnerships with the primary school and other professionals and settings. They have the capacity to self-evaluate the practice with children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- amend the daily record of the children looked after on the premises to include accurately children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 06/10/2011

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

- develop further the outdoor environment in supporting and developing children's learning opportunities
- develop systems to self-evaluate practice that include the parent's views, and identify strengths and priorities for development that will enhance the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Safeguarding children is prioritised; staff have a good understanding of the procedures and have all attended child protection training. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted to safeguard children. There is an effective security system to ensure no one can enter the premises unannounced. In addition, the setting ensures they supervise and keep a record of any visitors and this contributes to protecting children from harm. Although attendance registers are in place details such as children's arrival and departure times are not always accurately recorded. This is a breach of a welfare requirement. A good range of policies, including equal opportunities are in place and shared with parents to ensure they are aware of the settings professional responsibility.

There is a wealth of good quality stimulating resources for the children to use, the staff work hard to set up an interesting and attractive environment each day for the children to work in. Children relish outdoor play and the covered area enables them to stay outside despite inclement weather. However, outdoor play areas are not fully utilised to offer children an extended range of opportunities. Equality and diversity is managed positively and staff are confident in adapting their provision to meet children's needs. The positive images, discussion with the children and celebrations through the year reflect other cultures well. Boys and girls alike achieve consistently well because staff plan for their individual learning whilst taking their interests into account.

The manager and the staff team demonstrate an enthusiasm for their work and are developing their ideas for the future. There is a commitment to professional development for staff so they have opportunities to improve their knowledge and increase their qualifications, which helps to improve the outcomes for children. The manager and staff show sufficient understanding of the priorities for improvements. Recent move to the new building has had a positive impact on children, such as the well resourced outdoor play area. However, planning for the future lacks focus due to the absence of an effective system to evaluate and reflect on the quality of the provision.

Staff gain good knowledge of the children's background and needs because of the effective way they work in partnership with parents. There is a constant two-way flow of relevant information between the parent/carer and the child's key person to ensure the care provided is appropriate and consistent. Parents have ready access to their child's development file and are invited to add their comments to the record. Newsletters are issued regularly to inform parents of forthcoming events and topical issues. All parents spoken to as part of the inspection process stated

that they are happy with the level of communication with staff about their child's progress and development. They felt a particular strength was the very friendly staff team and the knowledge that their children are safe and secure within the nursery school. Wider partnership working is encouraged as the setting establishes effective relationships with other settings and schools in the area. They share information when it is relevant to do so and work together to provide a consistent quality of care for all the children.

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

Children enjoy their time at the setting, experienced, caring staff take time to get to know individuals and build strong relationships. Staff go to great lengths to support the children's transition from home to nursery school. This means that children arrive happily, settle quickly and are absorbed in worthwhile activities throughout the sessions. The good staff ratio coupled with their dedication and enthusiasm means that children receive good support and encouragement. The planned daily programme arises from the staffs observations, assessment and monitoring the children's individual progress. This is effective and is backed up with many types of evidence including photographic and accounts of what children did and their achievements.

Good role models and safe and secure routines encourage positive behaviours. For example, children love their circle time activities, where they are divided into two groups. Outdoors children had immense fun as they joined hands to sing and role play 'The farmer's in his den', indoors children danced in unison to the musical tapes and enjoyed a lively story. Numeracy and communication skills are well promoted, equipment is well used and enjoyed by the children to help them learn to match and sort, and gradually acquire counting and problem solving skills. Children are developing skills for the future as computers and interactive toys develop children's understanding of information, technology and communication. A comfortable book corner with a good selection of books is available. Children have regular opportunities to express themselves creatively and to explore various arts and craft materials on a daily basis, such as play dough, sand, water and painting. Children thoroughly enjoy the planned activities and are extremely happy and contented here and well prepared to go to the next phase of education.

A good appreciation of a healthy lifestyle is fostered. Children are learning to be independent in managing their personal care and know why it is important to wash their hands. At snack time they are able to independently help themselves to their snack boxes and pour their own drinks. Children and staff sit in small groups for snack and meal times, creating a social atmosphere in which social skills and good manners are well promoted. They are extending their physical skills, developing balance, control and coordination as they scabble up the climbing frame and pedal the wheeled ride on toys. The children's behaviour is very good. They are respectful in their interactions with each other, as adults' role model appropriate behaviour. They are also learning about keeping themselves and others safe as they know not to run about inside. Children also enjoy the visits from

professionals, such as, the fire and police service who sensitively encourage their awareness of the dangers they may come across.

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	2
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
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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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- taken action as specified in the Early years section of the report (documentation) 06/10/2011