

New View Nursery

Inspection report for early years provision

Unique reference number EY363712
Inspection date 02/11/2011
Inspector Christine Clint

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Type of setting Childcare - Non-Domestic

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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

New View Nursery originally opened in 1993. It re-registered under the sole ownership of the current provider in 2007. It operates from basement rooms within North Heath Hall in Horsham, West Sussex. The nursery is open each weekday during term time only, from 9am to 12.45pm with additional sessions available from 1.30pm to 4pm on Monday, Wednesday and Friday afternoons. There is a secure, enclosed outdoor play area which is continually available. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register, for a maximum of 22 children from two years to the end of the early years age group. The nursery accepts children from the age of two years six months old. Children attend from the surrounding areas of Horsham and the wider area. There are currently 39 children in early years age group on roll. The nursery provides funded educational places for children who are three and four years of age. Children with special educational needs and/or disabilities are also fully supported as well as children who speak English as an additional language. The nursery employs 10 members of staff, seven staff are qualified and three staff members are currently training.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery has fully accomplished and extremely well-organised leadership which motivates staff and continually drives improvement across all areas of the provision. There are excellent opportunities for child-initiated learning and this is constantly supported by highly effective systems of staff deployment. There is exceptional continuity of staff, who have a dedicated knowledge and understanding about children's individual development. The detailed and rigorous self-evaluation, securely reflects all areas of the provision and comprehensively safeguards children. There are very strong and highly effective partnerships with parents and carers, who fully support their children's learning and progress across most areas of learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the information for parents, to increase their understanding of how being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.

The effectiveness of leadership and management of the early years provision

The nursery staff have a comprehensive awareness of safeguarding children and all policies and procedures are very effectively implemented. These are regularly reviewed and evaluated to ensure that all possible improvements are included. Staff attend training and successfully update their knowledge. Records of risk assessment are efficiently managed in all areas of the setting. These daily checks show how staff prioritise children's safety, ensuring that any hazards are effectively managed. Consequently, children have excellent opportunities to challenge themselves, freely explore their environment and increase their independence. For example, they clamber on the muddy banks and run through the trees. Staff deployment and the security of the outdoor play space is extremely well-managed. There are detailed records available to show that staff clearance is robust; appraisal systems have been introduced for all staff and the induction process is thorough. The provider is exceptionally successful in inspiring all staff to work towards meeting and sustaining ambitious targets. There is a very high level of staff continuity and on-going training to drive improvements across all areas of the provision. The staff, children and parents all contribute to the fully reflective self-evaluation through discussion and detailed questionnaires. Children's opinions are also purposefully sought and used to influence the planned activities and curriculum.

Highly positive outcomes for children are clearly attributed to the excellent organisation of the nursery provision and the significantly well-planned use of resources. Children flourish as they enjoy the freedom to make independent choices and to develop their own ideas, and because staff support and enable them in a purposeful learning environment. Staff successfully close identified gaps in children's achievements by following a cohesive key person system. They recognise and promote differences positively, encouraging children to know each other and gradually understand about the wider world.

The nursery has established very strong relationships with parents and carers. Parents eagerly explain that the warmth and nurturing attitude of staff clearly influences their choice in selecting the setting. Parents and carers are very well informed about all policies and procedures, they are involved in all aspects of their children's learning and well-being. They receive regular assessments and can work with staff on children's next planned steps for progress. They have regular opportunities to attend and take part in activities. For example, special days for fathers, uncles and granddads are well attended. Parents show that they understand the concept of children's learning through play, although they do not always grasp the impact of how children develop and grow through outdoor play opportunities. Parents and children's views and preferences are substantially used through observations and discussion to develop and enhance the provision. The provider proactively seeks wider partnerships within the community and the early years network to benefit the nursery and share expertise. There are significant links with the community and with professionals, who often visit to increase children's awareness and understanding of the wider world. The nursery has also developed close support from specialist professionals and regular liaison with local

schools. Reception teaching staff visit the nursery and children also visit the school, this is highly successful in the smooth transfer of children to school.

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

Children are warmly welcomed and show great interest, and eagerness to begin to play from the moment they arrive. Some children are very new and are helped to settle with staff support. This swiftly helps to gain their trust and enhances their security and well-being. Children know the routines of the day well, and register by finding their names and photograph on the board. They freely choose resources and are increasingly able to be independent. This leads to growing confidence and highly productive play. They automatically know how to wash their hands after painting and they stand on the step to reach the taps, showing competence and capability in turning on the taps. Children are keen to make marks on paper with paint, or on the white board. They take turns to use a clip-board during the group registration time, encouraging their understanding of taking responsibility and mark making. Children show great enthusiasm for imaginative play and pretend to bake in the cafe and bakers shop. They safely use utensils with the dough, cutting and pressing shapes, making and counting sausages. Children respond to staff well because they are settled and relaxed in their environment. They are effectively encouraged to increase their levels of communication and develop their language.

Children's records of learning are extensively organised and show high levels of progress. These have recently been adapted following training and staff have developed clearer systems to follow individual children's achievements and their next planned steps in learning. There are very thorough links with learning at home and parents share information from the very start. Children are learning to take responsibility for their own actions and they are conscious of the pictures and signs displayed. Younger children show that they refer to these, when hanging up their apron after painting, for example. The nursery has many signs and posters at low levels to inform children and increase their awareness. For example, the pictures of Makaton signing which remind staff and children of basic words.

Children recognise the displayed photo of their key worker on a bus, with pictures of their key children on board. This increases children's feeling of value and belonging. Children show exceptionally high levels of trust and security because they often attend play sessions with parents, and have home visits from staff prior to starting the nursery. They thrive during outdoor play and learn to be responsible for themselves when they run in the wind and clamber on the low branches. They chase each other up and down the muddy slopes and watch all the leaves blowing in the wind. Children know it is autumn because the leaves are falling from the trees. They learn the days of the week at group time, they talk about the weather and the time of year and children are encouraged to remember the date. They have opportunities to gain confidence and speak in front of others at group time, guessing how many children are present and learning to recognise and say the correct numbers. Children are keen to participate in sharing their news, they are beginning to respond to their names at register time and this encourages them to

know each other's names.

Children learn about hygiene and follow excellent routines to maintain their understanding. They wash hands after toileting and before eating. They have healthy options for snack time and plenty of drinking water is available during the session. Children can choose milk, and often have opportunities to learn to pour different juices. They are eager to interact sitting together at snack time and ask questions about the inside of the apple when staff cuts it into sections. They talk about germs with staff when the tables are cleaned.

Children's behaviour is exemplary and this is encouraged and inspired by staff who are excellent role models. They thank children frequently for their responses at registration time, they praise their efforts when children are helpful. They encourage and interest children in building relationships and taking part in activities. Children's opportunities for following their own choices and becoming self-reliant are very high. They achieve exceptionally well because there is planned challenge, excitement and a sense of freedom in the learning environment. All children are able to try in any area of activity with staff encouragement and assistance. This very securely develops their skills for the future.

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