

Chantry House Nursery

Inspection report for early years provision

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Inspector

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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

Chantry House Nursery is a privately owned nursery. It registered in 2007 and operates from a purpose-built building in Chichester Gate Leisure Park. Accommodation includes three playrooms, the nursery library and a secure garden. The nursery serves the local community. The nursery opens five days a week, for most of the year and is open from 8am until 5.45pm.

The nursery is registered on the Early Years Register. It may provide care for 60 children up to five years of age at any one time. There are currently 50 children from three months to five years on roll. The nursery provides free early education for three and four year olds. Children attend for a variety of sessions or for full day care. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 12 staff, of these eight members of staff hold appropriate early years qualifications. The nursery receives support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are sufficiently safe and secure and are making steady progress in their development. This is because most staff are able to develop children through their chosen play, although the routinely structured parts of the day are not effectively managed and staff do not sufficiently promote safety awareness in the children. Through child-led play children access a range of resources, although not all equipment is available to fully support children's independence at meal times. Partnerships with parents and others have been established where general information about children's day is shared, but are limited in how effectively they support children's progression. Evaluation of the nursery as a whole is mainly driven from the leadership team with some staff and less parent involvement, which brings about some continuous improvement within the nursery.

What steps need to be taken to improve provision further?

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

- plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs, particularly during routine group activities.
(Organisation)
- 19/12/2011

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

- develop effective systems to enable parents and others involved in children's care to review their progress regularly and contribute to their learning and development
- develop children's awareness of keeping themselves safe and support them to identify hazards for themselves
- provide resources to promote children's independence at snack and meal times
- involve staff and parents in systems of self-evaluation to identify and maintain continuous improvement across the nursery.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because all staff have an understanding of child protection procedures. Child protection training is undertaken by some staff; the manager is the designated person and takes overall responsibility in this area. Full, written child protection policies have been recently reviewed and updated. Staff conduct and record daily visual checks and more detailed risk assessments. Parents are made aware of any accidents that occur and staff complete confidential records for each accident. There are clear systems for recruitment and vetting of new staff that help to ensure their suitability to work with children. Systems for ongoing appraisals to identify strengths and weaknesses of individual staff members and training plans are in place, but currently being reviewed to ensure their effectiveness.

Through recent changes in the leadership team all aspects of the nursery are starting to be evaluated by leaders. Areas of weakness have been identified and those in charge demonstrate the capacity to tackle them effectively. As staff change rooms they question procedures. However, the staff and parents are not fully involved in the nursery's self-evaluation to further drive forward improvement. Activities and resources are evaluated and changed to suit the interests of the babies and children. Open storage units allow children to make their own choices about equipment and older children make their contributions as they add their ideas of additional resources to the white board. However, not all equipment is suitable or available to fully promote children's independence, especially at meal times. The level of challenge is sufficient in most activities to interest and engage children and staff join in with children's chosen play to add some extension and challenge. Through activities and experiences children are starting to become aware of the backgrounds that reflect the lives of the children within the nursery and some sections of the wider community. Through observations of children and in discussions with parents staff identify any children's need for support and follow the strategies suggested by specialists involved. The nursery also shares children's information with some other providers they attend, to support continuity in their care.

The staff discuss with parents the needs of their children, especially when they

first start in the baby room. Settling-in visits are conducted to enable an exchange of information about established routines for babies to ensure a smooth transition. General information about children's time in the different rooms of the nursery is displayed on boards outside the corresponding rooms and staff are available to discuss children's day. Staff inform parents about children's learning journals. However, they do not explore other systems to more fully involve parents in their children's learning.

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

Children and babies are settled and content and overall they are making sound progress in their learning. Babies are occupied and busy with a variety of activities and rotated resources to vary their time. Their interaction with staff is affectionate and warm and all are developing the confidence to try new things. They develop their senses using musical instruments or investigate different textures such as cornflour or shredded paper. Older children make some choices about their play through most parts of the day. They particularly enjoy role-play activities in the home corner or using their imagination in the garden. However, the routine parts of the day do not consistently support children's learning. For example, group times for discussion are longer than necessary and do not keep children fully engaged. Some structured parts of the day, such as rest periods, are not organised effectively to meet the needs of all children. Most staff have a sound understanding of the children in their groups and offer appropriate challenge. A key worker system has been established, although all staff make observations on all children. Key persons update children's next steps from the observations made and some of this information is included in future activity plans.

Children are developing a sense of how to stay safe within the setting. Generally they need reminders from staff to ensure their safety, for example, as staff help children learn how to sit safely on their chairs at snack time. Some staff use incidental opportunities to discuss safety, for example, as they share relevant stories. However, staff do not sufficiently involve children in identifying hazards to increase their awareness of how to keep themselves safe. Children show they are confident enough to ask for help; while playing in the garden they ask staff for magnifying glasses as they find bugs they want to study. Babies are content and settled because their health, physical and dietary needs are well met. Children have a good awareness of what constitutes a healthy lifestyle. All children and babies become involved in a variety of physical activities both inside and out. Through discussion about healthy foods and home cooked meals in the nursery they understand about healthy eating. As pre-school children follow the procedures, such as standing on the different coloured feet stuck on the bathroom floor, they know the different tasks they need to complete and become independent as they adopt good hygiene routines.

Children are beginning to form positive relationships, and skills in working independently as well as alongside their peers. Some children demonstrate good levels of concentration and cooperation as they are supported by staff members.

For example, through children's interests in puzzles staff offer some challenge with harder puzzles and children show patience and acceptance when others want to help. Communication is encouraged throughout the nursery; babies enjoy conversations with staff members who respond well to their babbles and sounds. They use the toy telephones to promote conversation and watch and then mimic staff members. Children make their contributions through group times and individual discussions. All babies and children are developing an interest in books and shared stories and can make use of the nursery library. Through some child-led play staff encourage children to problem solve as they construct and build with small and large bricks. Overall, children are generally securing the skills they require in order to progress their learning. Children develop understanding of their own and other's cultures during planned activities. They make maps of the world, talk about their own culture and share traditional foods brought in by parents.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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