

Big Teds Nursery

Inspection report for early years provision

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Inspector Alison Weaver

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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

Big Teds Nursery opened in 2007 and moved to its current premises in 2011. It operates from a classroom in Sompting Village Primary School, Sompting. The nursery opens five days a week during school term times. Sessions are from 8.45am to 3.15pm. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend at any one time, with none under two years. There are currently 54 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery also offers care to children aged up to eight years. Children come from a wide catchment area.

The nursery employs seven staff. There are six staff, including two managers, who hold appropriate early years qualifications. There is one member of staff who is working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and make good progress in their learning. Overall, staff plan and organise the activities and daily routines well to support children's needs and interests. Children's individual welfare needs are met well so they stay safe and in good health. Good links with parents and other providers help ensure continuity of care and learning for individual children. Overall, there are good systems in place for maintaining continuous improvement to the nursery and the outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the organisation and planning of the sessions to help promote children's individual needs and to provide learning experiences tailored around their interests
- develop further ways in which parents and children are involved in the evaluation and assessment processes.

The effectiveness of leadership and management of the early years provision

Staff show a good understanding of their role in safeguarding children. Robust procedures are in place for liaising with the appropriate authorities if staff identify a child at risk. Overall, thorough recruitment procedures are carried out to help ensure that all staff are suitable to work with children. Ongoing staff development is encouraged and this helps to promote staff's knowledge and expertise. Staff regularly attend training courses and use the information gained to improve outcomes for children. Effective ongoing evaluation enables the staff team to successfully identify and address areas for development in the nursery.

Staff create a warm, welcoming and attractive learning environment for the children. Good use is made of space with different play areas for children to access. There is a very good range of stimulating resources that are safe and suitable for the children. Staff use the resources well to support and promote children's learning. Effective risk assessments and safety checks on the environment and equipment help ensure that children do not come to any harm. Staff are deployed well to meet children's needs and help them stay safe.

Staff work very closely with parents to meet children's individual welfare needs. All the required documentation is in place to help support and safeguard children's welfare. Staff obtain the necessary information from parents about a child's home background and language. They use this information to plan and provide suitable activities for them so that every child is helped to achieve. Staff create an inclusive environment that is accessible for all children. They liaise effectively with outside agencies and other providers to meet children's individual needs and access any additional support they require.

Parents receive a variety of helpful information about the nursery and the Early Years Foundation Stage. They are encouraged to spend time in the nursery to see how it operates. Regular formal meetings keep parents well informed about their child's progress towards the early learning goals. Staff value observations made by parents about their child's achievements and interests. Parents are involved to some extent in the assessment process and evaluation of the overall childcare provision. However, staff have not fully explored the ways in which the views of parents and children can be sought and used to improve outcomes.

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

Children settle quickly when they arrive with their parents. They show a strong sense of belonging as they hang their coats up and self-register. Children are very confident and readily approach adults to ask for help or talk about their experiences. They show they feel very secure and safe as they interact with adults. Children make their own choices from activities set out for them as well as helping themselves to resources from the easily accessible storage units. Children find their

favourite activities and soon become absorbed in their play. The craft activities are popular and children enjoy making pirate hats.

Children make good progress in their learning and development. The key person system is effective as staff get to know their key children well. They observe and assess a child's progress and make good use of the information gained to plan further suitably challenging activities that meet their needs. As a result, children are developing well in the skills they need to secure future learning. They problem solve, speak confidently and develop skills in using technology.

Children's interests are successfully taken into account when planning for their learning. However, sometimes there are too many themes going on at the same time, which leads to rather muddled learning experiences for children. But in general, the organisation of the session is effective with a mix of adult-led and child initiated activities. However, the small group discussions soon after children have settled at activities slightly disrupt their free play. Not all staff are skilled at using these discussions successfully to engage children and promote their learning.

Children play happily alongside others and call their friends over to join them. They form very positive relationships with one another. Children behave well and they show a care and concern for others when disputes over toys arise. They know that they need to take turns at popular activities such as the computer. Children develop a good awareness of responsibility as they help to tidy up after the session. They learn to play with, and use, different equipment safely.

Children use their imagination well as they have fun in the 'Chinese Takeaway' area. Staff provide the support they need to extend their ideas. The staff also make good use of the opportunity to help children develop their awareness of diversity. They talk together about the pictures and signs displayed around the role play area that represent the Chinese way of life. Children show a real interest in what they see and hear.

Children develop a good awareness of the importance of having a healthy lifestyle. They eagerly engage in physical activities outside in the fresh air. They adopt good personal hygiene practices. Children enjoy healthy snacks and help themselves to drinking water when they get thirsty. They take part in activities and discussions where they increase their understanding about how to stay in good health and what their bodies need.

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: Met

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