

The Haven Nursery School

Inspection report for early years provision

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Inspection date 16/01/2012
Inspector Mary Vandeppeer

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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

The Haven Nursery School registered in 2011, and is located on the site of The Haven Church of England Methodist Primary School in Eastbourne, East Sussex. It operates from three main playrooms, an office/reception area and consultation room, and has a secure outdoor play area. The nursery serves the local and surrounding area. The nursery is registered to care for 35 children under eight years, of whom 35 may be in the early years age group. There are 70 children on roll, all of whom are in the early years age group.

It opens each weekday, for 48 weeks of the year, from 8am to 6pm. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are eight staff, including the manager/owner. The owner has a BA Degree in Early Years and is an Early Years Professional. Most of the child care staff have early years qualifications, and one is working towards a child care qualification. All staff have attended a recognised first aid course. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The outcomes for children are consistently exemplary in all areas as the provision is extremely effective in recognising the uniqueness of each child and catering for their individual needs. Expert attention is given to training staff in the safeguarding and protection of children. Partnerships between the provider, parents and other professional agencies are very successful overall, which enables children's needs to be exceptionally well met. There is an inclusive self-evaluation process that underpins the high quality service. The nursery has an excellent capacity for maintaining continuous improvement. Caring, positive, relationships develop within a safe, secure and enabling environment. Comprehensive monitoring systems build and track children's developmental progress, and these help children make excellent progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- review the accessibility of policies and procedures to all parents.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding children is very thorough and comprehensive. The up-to-date policies and procedures highly promote their welfare and well-being. Highly effective, consistent procedures meet Local Safeguarding Children Board requirements. The manager is totally committed to enabling every member of staff to be trained and confident about safeguarding children from harm. A robust recruitment and staff monitoring process supports professional and dedicated adults to care for children. A highly organised risk assessment system is in place to identify hazards and detail any actions taken to minimise dangers at the nursery and on outings. Children are able to prepare well for an emergency evacuation, as drills are practiced at least monthly. Staff are all highly motivated in their drive for improvement. Their strengths and priority areas for personal development are identified at regular meetings and appraisals. Management fully supports individuals in their professional roles, providing in-house training, such as Every Child A Talker and Working With Others, for every member of staff. Staff's expert knowledge and confidence ensures that children's welfare and learning needs are very effectively met. An inclusive self-evaluation system is in place. Staff, parents, children and other organisations involved in the setting, contribute to a wide ownership of best practice and a flourishing, mutual commitment. Policies and procedure are extensive, and applied by knowledgeable, caring staff.

The learning environment is highly stimulating and very inviting to children, including imaginative resources organised into attractive, accessible areas. This strongly supports children's individual enjoyment and achievement. There are excellent opportunities for children to play outside. The promotion of equality and diversity is embedded throughout the nursery, and is clearly recognised as essential to care and learning. Well informed assessments of children's individual achievements are carried forward from details given by parents. Skilled key persons identify and assess starting points to plan next steps in learning. Diversity is respected and highly valued by staff who provide all children with interesting and varied methods of communication. Visual guidance is on display to promote an understanding of self-care and independence. Partnerships with parents and others are highly valued and very successful. Several high profile policies and procedures are displayed, such as the one for safeguarding; but others are not so easily accessible. Children's daily experiences are shared through newsletters, notice boards, delightful photographs and creative displays of work. A very creative nursery website also provides parents and other interested parties with additional information about the nursery and how children learn. Many parents write their comments, following on from the key person's entries in nursery-to-home record books. Detailed daily records of food intake, sleep times and general well-being reassure parents of babies and toddlers routines whilst at nursery. The nursery supports parents and creates continuity for children by providing all their drinks, snacks and meals, should they wish it. Routine observations are used to build clear learning records of all children's individual achievement and progress. Next steps are very clearly identified and used to inform planning. Parents attend the nursery to experience their children's learning through play which contributes to the success of the nursery. Staff communicate effectively with other settings

children attend, helping to add to and extend children's learning. The nursery works extremely closely and productively with the adjacent primary school and the local children's centre. Health workers and specialists, such as speech and language professionals, visit the nursery to share their expertise with staff and children.

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

Children and their parents receive a warm and friendly welcome from staff, as they arrive and settle in. Adults support children's learning extremely well. For example, they make excellent use of simple games, such as guessing how many crayons in the container, helping them practice their skills in relation to problem solving and counting. All children are equally included in activities, for instance, they choose to listen to a story and sign some of the words along with the adult. This helps to promote children's confidence in their communication skills and to take part in new challenges. Children know they can approach staff at any time, for instance, as they ask for cuddles or proudly show them what they have achieved on the computer. Children benefit greatly from every practitioner's commitment to promoting their speech, language and listening skills. They are encouraged constantly to communicate with each other and with adults. Small group activities further promote children's abilities in socialising confidently. This attitude to shared communication also helps to develop children's ideas and make connections in their learning. Children are able to access an excellent range of toys, resources and experiences that cover all areas of learning. They show curiosity and interest as they move around, independently selecting their preferred activities. Some enjoy following simple instructions on the computer, while others enjoy playing outside in the winter sunshine. A child is fascinated by the size of the sun. Letters and numbers displayed within the environment encourage early recognition and children are encouraged to mark-make in various situations.

Effective planning for the play environment includes all the areas of learning and staff meet regularly to ensure that children's next steps are incorporated. These are obtained from children's comprehensive progress records. Staff extend children's learning as they play and all experiences build on their current abilities and interests. Children's starting points are recorded and clear observational assessment includes photographs and samples of children's achievements to demonstrate their excellent progress. Children feel extremely safe in the setting and demonstrate this through their eager attitudes towards learning and the staff who care for them. If children find it hard to settle, their key person is quick to reassure them and they respond positively, and begin to feel secure and safe as they play. Children learn about safety issues through ongoing, effective staff input. For example, there are simple rules, such as 'no running indoors'. As children show their understanding of these, they place a star on a chart, promoting their knowledge of how to behave safely and with respect to others around them. Very good adult support helps children to develop an excellent awareness of personal safety. Children's good health and well-being is actively encouraged. They enjoy regular physical exercise and can always find a quiet area to rest or look at a book.

Children are involved in health and hygiene routines and know when and why they need to wash their hands. Their independence with self-help skills is well promoted. Children eat very healthily including options such as fruit, carrots, apples, raisins and pitta bread. Children learn the benefits of a healthy lifestyle. Children are very well-behaved for the majority of the time and learn the expected behaviour boundaries. They demonstrate their maturity at turn taking, for example, by using a sand timer. They respond very positively to plenty of praise and encouragement and adopt good manners. Children benefit from such incentives to do well and so develop excellent levels of confidence, self-esteem and essential 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

The quality of the provision in the Early Years Foundation Stage	1
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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