

Jenny Wren Nursery School

Inspection report for early years provision

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EY343241

Inspection date

24/11/2011

Inspector

Jill Steer

Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Jenny Wren Nursery School registered under this ownership in 2007. It operates from one main room in the Greenfield Methodist Church building, in a residential area of Eastbourne. Children have access to an enclosed outdoor play area. The nursery school is open each weekday from 9.15am to 12.15pm during term time only.

A maximum of 18 children aged under eight years may attend the nursery school at any one time. There are currently 17 children aged from two to under five years on roll. The nursery school currently supports a number of children with special educational needs and/or disabilities. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education to children aged three and four.

There are five members of staff employed. Four hold appropriate early years qualifications to at least National Vocational Qualification level 2 and three of them are qualified teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The interesting range of activities offered by an experienced staff team means children mostly make good developmental progress. The environment is safe for children but some records of risk assessments are not kept. Effective partnerships with parents are formed and information they receive about how the setting operates and staff roles is mostly clear. Evaluation is effective in bringing about sustainable improvements and targeting plans for the future.

What steps need to be taken to improve provision further?

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

- maintain a record of aspects of the environment that need to be checked on a regular basis to show when and by whom they have been checked. (Suitable premises, environment and equipment) 24/12/2011

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

- clearly define all staff roles and responsibilities
- provide better support for the development of children's independence skills,

particularly when planning creative activities.

The effectiveness of leadership and management of the early years provision

Some members of staff attend safeguarding training and share their knowledge with the remainder of the team. This, combined with clear policies and procedures, means they know how to identify and manage matters in the event that they may have concerns about a child's welfare. Most of the staff are qualified teachers so have a clear understanding of how children learn. They are experienced at providing a rich learning environment where children can flourish and develop. However, staff roles are not clearly defined to identify the person in charge on a daily basis. The well organised use of space available promotes children's personal safety and well-being at all times. The environment is secure and staff complete daily checks to identify and reduce any potential hazards before children arrive. However, there is no record kept to show when and by whom these checks have been carried out to further safeguard children. This breaches requirements.

The staff team use resources effectively to meet the needs of all children. Resources are of good quality and include many natural products. Posters and children's art work are displayed helping to enhance the children's play environment. They have some resources that reflect children's different homelands, helping children to feel valued and included. Some activities are planned to help children to learn about the wider world and to value diversity.

A clear process is in place to help the staff team evaluate their provision and they record what they feel their strengths and weaknesses are. Realistic and achievable areas for improvement are identified, demonstrating their commitment to ongoing development. An action plan is implemented after inspections to help focus on addressing the recommendations made for improvement. The views of parents are valued. They all speak highly of the provision and are happy to recommend it to other parents. Staff work well together as a supportive and friendly team. They get to know the children and their families well so they can plan and provide a stimulating environment where every child is motivated to learn and develop at their own pace. The key worker system effectively strengthens the relationships between the children, their parents and the setting. They regularly exchange information about the children's interests and progress. Parents are therefore able to take an active part in what children are doing which ensures continuity of care. Further partnerships are successfully developed with external professionals to support children with special educational needs to promote consistency of care and to aid children's developmental progression. Links with local schools children eventually attend are strong and work to aid their transition. All the required policies are in place and regularly reviewed in line with the welfare requirements. These are shared with parents so they know how their children will be cared for.

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

A self-registration system helps children identify their names and confidently separate from their parents as they arrive. They then happily settle at an activity or find their friends to play with first. Staff are ready to greet them and offer any support they may need. Some activities are planned by the staff such as looking at the senses. Children explore texture as they create pictures of furry animals, touching the fabric and describing how it feels. However, much of the preparation has been done for the children. The pieces to stick on are pre-cut although they are able to do this for themselves. Many of the planned activities are instigated by the children's interests and imaginations. For example, a flower shop is soon adapted to a wedding game inspired and enduring since the last Royal wedding. Children arrange the flowers, dress up and give out invitations they have made by writing familiar letters on pieces of paper. Staff are supportive of children's play; they are on hand to guide and direct and make good use of questioning to encourage children to extend their thinking. Regular observations are recorded in individual profiles of what children are doing. The key persons then identify the next steps to plan for each child's development towards the early learning goals.

Daily outdoor sessions allow children to run around in the fresh air, pedal bikes and hunt for bugs. This encourages them to enjoy physical activity and lead a healthy lifestyle. They demonstrate their developing understanding of keeping themselves and others safe as they call out 'watch out' before rolling hoops down the grassy bank. Guidance and rules remind children of how to behave safely, such as, not running indoors. Some good friendships are developed and children play well together. They share, take turns and show care and consideration for each other. Children bring in their own healthy snacks to enjoy together every day. They discuss the effect of foods on their bodies and what are healthy and unhealthy food choices. Daily routines teach children about good hygiene and they learn how to thoroughly wash their hands to get rid of germs. Children are extremely confident and approach adults easily for support and to ask questions. They are encouraged to problem solve as they design and create models. Children are treated with respect by staff so they feel valued and learn to accept people for who they are. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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