

Midhurst Nursery Class

Inspection report for early years provision

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Inspector Judith Reed

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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*.

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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

Midhurst Nursery Class registered in 1992 and is privately owned. The nursery is based within the Midhurst Youth Club, in West Sussex. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a maximum of 26 children aged from two to under five years. It is the policy of the nursery to accept children from the age of two years and six months. Currently there are 40 children on the roll. Children aged three and four years are funded for free early education.

The nursery supports children with special educational needs and/or disabilities. Children have the use of four rooms, with toilet, washing and kitchen facilities provided. A well fenced outside play area is also available. The nursery serves children and families from the local area and surrounding villages. It opens five days a week during school term times. Sessions are from 9am until 3pm on Monday, Wednesday and Friday; and 9am until 1pm on Tuesday and Thursday. Children attend for a variety of sessions.

A total of seven members of staff work with the children; six of whom hold relevant early years qualifications. One member of staff is working towards a National Vocational Qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are eager to attend and make significant gains in their learning and development. Overall, records of early learning are efficiently used to enable children's excellent progress towards the early learning goals. The nursery staff enable all children's individual needs to be met to a very high degree through building excellent, effective relationships with parents and other professionals. Evaluation of the nursery provision takes place alongside advisors from the local authority, enabling continuous development and comprehensive improvement of the nursery through well-targeted action planning. Staff and management demonstrate a substantial capacity to improve and to continually enhance outcomes for all children.

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 systems for monitoring children's progress in order to more clearly identify the rate at which they are progressing and to identify any

gaps in their achievements.

The effectiveness of leadership and management of the early years provision

Children's safety is paramount and staff use highly effective systems to safeguard children at all times. All staff are aware of the procedures to follow if they have any concerns about a child in their care and receive up-to-date training to enable them to fully protect children. Comprehensive policies and procedures and robust recruitment procedures are consistently implemented. Full and careful risk assessments are completed around the building, the outside play area and for many different outings to promote children's safety successfully at all times. Parents complete all necessary documentation to enable children's health and safety. Partnership with parents is exemplary. Staff take time to build highly positive relationships with all parents and carers. Parents are well informed about their child's achievements, well-being and development. They meet their child's key person to complete documentation regarding children's starting points and their individual needs. Staff and parents regularly meet to discuss progress and share the learning journal records which are clear, interesting and work well. Parents feel very positive about the nursery and know the staff are highly professional and approachable. Parents complete regular questionnaires and state that they receive outstanding support. Also children gain confidence and independence, and the 'Wellie walks' help them learn about the wider community.

The nursery demonstrates a high commitment to working in partnership with others. Staff establish very positive working relationships with other early years providers, as well as other agencies and professionals who work with the children. Staff visit other settings to enable consistency and share information. Excellent working relationships with therapists and health professionals enable all children's individual needs to be fully met. Staff also build effective, close links with a number of schools to ensure transition is smooth for all children.

The nursery effectively and actively promotes equality and diversity. All children are welcomed into the nursery and their needs are enabled by well trained staff. The staff are highly effective in taking steps to close the achievement gap through excellent planning of targeted activities. Children who speak dual languages receive positive support to enjoy books depicting both languages. Many resources reflect diversity and traditional story books include characters with disabilities. Staff use sign language throughout the sessions, which aids communication for all children. Pictorial timetables help children settle into the routine.

Children gain excellent knowledge and understanding of the world through taking part in celebrations to acknowledge festivals from other cultures. The nursery carefully plan around festivals, such as Chinese New Year. For example, children watch a short video with acrobats and dancers. Children copy the moves, balancing and ribbon dancing which extends their range of physical activities. They like to join in the dragon dance, use chop stick style tools and play with noodles in the sand tray. Children also enjoy an opportunity to taste stir-fry vegetables which they help to prepare. Photographs of the celebrations and activities are on display

and children proudly show their parents what they have been doing.

The organisation of the space and resources are very well planned to meet the children's needs. Two main playrooms are available and children move freely between them. Children are safe due to the effective risk assessments and their own knowledge about how to keep themselves safe. Staff are effectively deployed and work well as a team, supporting and moving around as they are required. Children are very familiar with the routine and are comfortable with the pace of the nursery. Furniture, equipment and resources are of high quality and suitable for the ages of the children to support their learning and development.

The management and staff of the nursery demonstrate their commitment to improvement through ongoing evaluation and development planning. Documentation is completed and carefully reviewed with local authority advisors, with appropriate action plans put in place where required. Training is highly valued and enthusiastically undertaken by staff who then disseminate information to the whole team. Records show that planning is consistently under review and evaluated to ensure all children's needs are able to be fully met. The nursery is constantly evolving by improving, keeping up to date and relevant. Staff plan innovative activities to further develop children's learning, such as the regular 'Wellie walks' around the neighbourhood and visits to the theatre.

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

Children's learning is extremely well supported because staff take time to build excellent relationship with parents and get to know the children and their families. Children are relaxed, calm and thrive in the nursery because familiar staff make them welcome and they are confident to make choices and enthusiastic to join in activities. Their individual progress is consistently good and all children make significant gains in their learning. Staff complete planning together, which is well-targeted to meet the needs of children. Staff meet weekly to discuss development issues and this enables them become familiar with all children's development. Staff carefully plan the next steps for individual children, linked to their interests. They are beginning to check these against the Early Years Foundation Stage guidance and ensure they track and monitor individual development; although the system for ongoing monitoring of children's next steps is not yet fully developed.

Children are excited by activities offered and very willing to join in. Staff strike a very effective balance between adult-led and child-initiated activities and they invite children to join in and take part. Some of the innovative activities available include preparing bird food fat-balls and observing the birds that visit the feeding station through binoculars. Children also plant bulbs in preparation for spring celebrations and view their own learning journals to reflect on past activities. All these activities build on children's personal, social and emotional development, increasing their communication, language and literacy skills, and expanding their knowledge and understanding of the world.

Children feel safe and secure as they are confident that doors are locked and visitors ring a doorbell to gain entry. They learn about crossing roads and keeping themselves safe when out and about. Children settle exceptionally well as short introductory sessions slowly grow into attendance for a full session. Staff work closely with parents to enable children's confidence to develop and their needs to be met to a high degree. Children safely use a range of tools and equipment and know how to handle them to keep safe. They keep rooms tidy and clear during the session and staff talk about safety issues. Children learn to behave in ways that are safe for themselves and others through routines and gentle requests from staff. Children have an incredibly positive attitude towards learning and participation as staff provide activities which interest and enthral them. They are very calm, engaged and busy at all times. Children share toys and play together very well. For example, they join in with friends to set up the train track and work together to achieve a suitable lay out.

Children develop a healthy lifestyle through regular physical exercise as they have the opportunity to play outside daily. The whole group put on coats, dungarees and boots in preparation for playing outside together, as staff talk about the benefits of going outside and getting fresh air. Children are enthusiastic to be outside and join in physical activities, such as playing in the large sand pit, climbing and riding tricycles. Children understand and adopt healthy habits by washing their hands before having lunch and disposing of their rubbish in the bin. They are able to access the toilets as they need and staff support them to wash and dry their hands. Children's health is effectively safeguarded as well planned procedures for nappy changing are in place. Children are enthusiastic to help to prepare fruit ready for snack time and some count out the appropriate number of cups required at each table, demonstrating their skills in problem solving, reasoning and numeracy. Staff are very well aware of the children's individual dietary requirements and take the necessary steps to meet the needs of children with health issues. Individual health plans are in place and staff keep careful records. The nursery is exceedingly well organised and children's health and welfare are very effectively underpinned because all required policies, procedures and consents are in place.

Children's ability to effectively apply a wide range of skills in communication, literacy, numeracy and information communication and technology mean that they are fully and thoroughly prepared for transition from the setting to school. Enabling children to be prepared for transition is a particular strength of the nursery. Staff prepare individual passports regarding entry to school which include photographs of their school, their uniform, friends in uniform, and friends schools when different from their own. Parents particularly value this passport and often review it with older children. During their final term, children proudly complete documentation showing that they can manage their own lunch box containers and drinks. They can put on their coats, shoes and clothes independently and also use the toilet confidently. This gives them confidence to enter the next phase of their lives exceptionally well prepared.

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