

Downview Nursery (Felpham)

Inspection report for early years provision

Unique reference number 113465
Inspection date 30/04/2012
Inspector Michele Beasley

Setting address Downview County Primary School, Wroxham Way, Bognor
Regis, West Sussex, PO22 8ER

Telephone number 01243 841762

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Downview Nursery is situated in the Felpham area of Bognor Regis in West Sussex, and has been a registered provision since 1994. It is a registered charity and a committee run group. The manager is responsible for the management and day-to-day organisation of the provision. The nursery, with its own outdoor play area, is based within the grounds of Downview County Primary School and serves children from all surrounding areas.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a total of 24 children, all of whom may be in the early years age range, with none being under the age of two years. There are currently 43 children on roll. Children aged three and four years are funded for free early education. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language. The nursery is open each weekday during term time from 8.30am to 11.30am, Monday and Wednesday and 8.30am to 3.30pm, Tuesday, Thursday and Friday when children can stay for lunch. There are six permanent staff employed, five of whom have a relevant childcare qualification. The nursery has support from supply staff and external early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and explore within safe, stimulating boundaries in an atmosphere of fun and excitement, where they are making good progress in their learning and development. Staff promote the welfare needs of every child overall; however, not all legal requirements relating to their good health are currently being met. Overall, partnerships with parents and with various professionals and organisations help to ensure the specific needs of the children are addressed. The ongoing self-evaluation process means that the nursery builds on its strengths and knows how to improve. The nursery has addressed all recommendations from the last inspection, reflecting their good capacity to improve and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure fresh drinking water is accessible and available at all times (Safeguarding and promoting children's welfare). 14/05/2012

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

- develop ways in which parents are supported and encouraged to share, contribute and update information, to become fully involved in their child's continuous learning and assessment records.

The effectiveness of leadership and management of the early years provision

Staff in the nursery have a secure understanding of safeguarding procedures and know what to do should they have concerns about a child. They are aware of the possible indicators that would cause concern to help ensure the needs of all children who attend the setting are met. The management of the provision implement effective recruitment procedures to help ensure all staff are suitable to work with children. Staff risk assess the setting and take effective action to reduce hazards, enabling children to be safe and secure in their care. They agree clear collection procedures with parents and only release children to named adults.

The staff team and committee have a clear understanding of the nursery's strengths and weakness. All recommendations from the last inspection have been effectively addressed, such as improving systems for informing developmental records. The nursery implements consistent systems, policies and procedures that benefit the children and help it run smoothly. The staff team and management are enthused. They are a committed team who are keen to develop themselves and the nursery. Staff training is an ongoing priority, which helps to enhance children's learning and development. This reflects a well organised and positive commitment to continual development.

All children have access to a wide range of resources, activities and experiences during their time at the nursery. Equipment and play materials are stored at a low level, helping to ensure all children can access them independently, increasing their freedom of choice and decision-making skills. The layout of the room enables children to self-select and take part in small and large group activities. They are able to move around freely and enjoy a range of table top and floor-based activities. Staff are skilled at providing activities that can be adapted to more and less able children, helping to ensure all children can participate fully.

Equality and diversity is promoted well within the setting and written policies underpin the nursery's understanding. Children learn to respect and care for one another. Each child has equal access to the learning experiences provided, including those promoting positive images of diversity. Children have access to a broad range of activities to gain a fuller awareness of cultures, religions and the lives of others.

Parents receive information about the nursery and its aims through good quality information and introductory visits. They complete documentation that helps staff identify and support children's starting points and individual needs. Parents speak to staff at handover and share children's new interests and achievements,

alongside ongoing information about their day-to-day care. This helps parents continue children's learning at home. Feedback from parents suggests that parents feel their children are settled and really enjoy coming to the nursery. Staff share relevant information with feeder schools and other provisions involved with the children, establishing good quality links to provide continuity and coherence.

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

Children benefit from warm, friendly and secure relationships with staff. Overall, staff understand and meet their individual needs well. Children's confidence and sense of belonging is strong because staff show genuine interest in what children say. Children's progress in their learning is observed and assessed by staff who have a good knowledge of the Early Years Foundation Stage framework. Children enjoy a balance of adult-initiated and child-led activities, which helps them make good progress towards the early learning goals in relation to their starting points. Staff use observations to record achievements and identify next steps in learning for each child. These records inform planning and support children's individual learning styles. Parents are encouraged to provide useful information about their children's interests at home during home visits by staff. However, staff have yet to develop more effective ways of encouraging and supporting parents to contribute to children's learning journey records to enable them to become fully involved in their child's learning. Children are developing social skills through their positive interactions with other children and staff. They are well behaved, showing care and concern for others and understand why this is important.

Children thoroughly enjoy opportunities to practise early creative skills, such as making large junk models and scooter painting. They look inquisitively at tadpoles in a tank and happily use digital cameras. They play with fashion dolls as part of their role play. Children are involved in making suggestions for the day of the week, date, season and the weather on a classroom calendar. They participate in a 'What's in the box' activity, which promotes children's curiosity and lively discussion about what could be inside. Children choose freely from an interesting selection of toys, materials and equipment to support their learning through play. Shelving and storage boxes are labelled clearly with photographs and printed words. This help children make independent choices and support their emerging reading skills. Children identify their own names and those of friends as they recognise them on snack tables. Children enjoy making cakes out of dough, adding flour to make them fluffy and cook them in the toy oven. They delight in making treasure maps and finding marks in the garden to signpost them to the hidden treasure.

Visits from the local police help children learn about being safe and their community. Displays show children expanding their understanding of the wider world, as they make a large Chinese Dragon for Chinese New Year and taste Chinese food. They also enjoy going on nature walks in the school grounds. Children use their emerging number skills in everyday activities. For example, they use mathematical computer programmes to solve puzzles and dilemmas. Pictorial evidence shows children measuring objects and building with large hollow building

blocks to construct a low-level obstacle course. Children learn about their own safety through fun, practical activities. They learn the safety rules of using equipment, for example wood working equipment and materials, such as nails. The nursery is currently evaluating the outdoor area to define areas of learning to further enhance opportunities for the children. Children understand how to leave the premises quickly and safely through regularly practising the fire drill.

Children's understanding of a healthy lifestyle is developing in many positive ways. They fully understand good hygiene routines and regularly wash their hands. However, fresh drinking water is not available at all times, which is a breach of welfare requirements. As a result, staff are not promoting children's good health adequately to prevent them from becoming thirsty during their time at the nursery. Nonetheless, children receive a variety of healthy snacks and drinks at snack time. They help to cut up apples and bananas to help develop their independence skills. Growing herbs provides good opportunities for children to learn about healthy eating in a meaningful way.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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