

Fellowship of St Nicholas - Greenway

Inspection report for early years provision

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Inspector

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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

Fellowship of St Nicholas - Greenway is one of two nurseries run by the Fellowship of St Nicholas charity. It registered in 2006 and is based in Hastings in East Sussex. It operates from a purpose-built building based in the Hastings Children's Centre, situated behind a supermarket. Children have access to enclosed, outdoor, play areas. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 38 children aged from birth to under eight years may attend the nursery at any one time; all may be in the early years age range. There are currently 79 children on roll, some in part-time places. All are in the early years age group. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 10 members of staff; all hold appropriate, early years qualifications at level 2 and most are at level 3. The nursery receives regular Qualified Teacher Status support and a member of staff has achieved Early Years Professional Status. The nursery provides funded free early education for two-, three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The outstanding partnership between the nursery, parents and others provide consistency of care and learning. This ably supports children in making excellent progress in most aspects of their learning and understanding about healthy lifestyles. Each child is highly valued and respected as an individual with their needs met extremely well. The nursery's self-evaluation thoroughly supports an excellent capacity to maintain sustained improvement.

What steps need to be taken to improve provision further?

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

- enhancing children's use of calculating through practical situations
- strengthening children's healthy interest in their own bodies, their own well-being and food preferences, by helping them to understand why some choices are healthier than others.

The effectiveness of leadership and management of the early years provision

The nursery takes excellent steps to safeguard children, while allowing children to be independent, making choices and decisions for themselves. Staff have a very thorough awareness of child protection issues and all receive regular training on safeguarding. There are rigorous recruitment procedures, such as ensuring that all staff have Criminal Record Bureau checks. Comprehensive policies and procedures are in place. All required written records, such as risk assessments that include daily checks, are detailed and regularly reviewed. The premises are secure and risks are minimised to fully support children's safety as they play.

The nursery management and staff have a highly embedded ambition to drive improvements. They regularly review the cohesive development and action plans that feed into the nursery's self-evaluation process. In addition, the views of children and parents are highly valued and included. The nursery carefully considered the recommendations set at the last inspection and met them extremely well. For example, the baby sleep area can now be darkened with blinds and dimmable lights to aid peaceful sleep.

Staff are highly committed to working in partnership with others. They take the lead in liaising with other providers, when joint provision is required for individual children. Very effective working partnerships with other agencies and professionals support children's progress. For example, guidance from speech and language therapists enables staff to promote children's language development exceedingly well. There are extremely positive relationships with parents and carers. Excellent communication systems help ensure that they are fully informed about all aspects of their children's achievements, well-being and development. Parents have regular meetings with their child's key person to view children's learning records. They receive very detailed information about children's progress, their next steps and ideas of how to support learning at home. Thorough monitoring and tracking systems enable the nursery to be highly successful in taking steps to close identified gaps in children's achievements. Consequently, the outcomes for children are very positive.

There are extensive resources in and out of doors that cover the six areas of learning. The highly effective storage and organisation of these enables all babies and children to easily make their own choices about their play. Furniture and equipment is of a high quality and promotes children's developing independence skills. For example, toddlers can sit themselves in sturdy chairs at a low table or climb up to the changing table under staff supervision. Children have free access to an exciting, outdoor, play area for most of the day; babies have their own outdoor area that leads from their room, enabling choice at times in the day. The nursery highly promotes equality and diversity and, as a result, all children are very well integrated and their experiences are extremely positive. Excellent processes to support a child's home language are in place; these include obtaining basic words, colour and number names in the child's home language with help for pronunciation. The nursery makes positive attempts to translate relevant forms and documents into other languages to aid communication. Key staff have an exceptional knowledge of each child's backgrounds and needs. As a result, the nursery meets individual needs of babies and children's exceptionally well.

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

Babies and children settle extremely well and make significant gains in their learning. Use of rigorous observational assessment systems ensures that children's next steps are identified and competently planned for. The nursery outdoor areas are used throughout the day, with children having wet weather wear or sun hats. Children hugely enjoy digging in the large sand pit or looking for mini beasts in the garden area. They very imaginatively use their physical and thinking skills as they create walkways or structures with large wooden blocks. They all benefit significantly from trips in the local community. For example, babies and toddlers recently went out and chose a goldfish for their room. There are regular trips to the beach. Older children, in particular, gain considerably from 'Beach School' events. For example, they toast marshmallows over a fire pit. Babies explore a very wide range of materials and textures, such as jelly or household items, supporting their creative development. All children's artwork is highly valued and attractively displayed.

Children of all ages show high levels of independence, curiosity, imagination and concentration. They offer their ideas and respond to challenges with great enthusiasm, including deciding to create a den. Overall, children make excellent progress across all areas of learning. They very confidently use mathematical language and count as they play; however, the use of calculation in everyday practical situations is less evident. Staff significantly support children's language development. They use very clear speech in conversations and during activities, such as singing familiar rhymes that promote excellent learning of letter sounds. Frequent use of signing fully helps less confident children to communicate. The nursery is very successful in supporting children's transition to school. Staff support visits to schools and from teachers to the nursery. Staff create books of photographs taken during visits that children look at. This helps children feel particularly confident and secure about the move. Babies develop excellent early skills and explore their surroundings with great interest, becoming active and inquisitive learners. Most children demonstrate outstanding progress in developing the skills that will help them in the future.

All children show a very strong sense of security and feeling of being safe. They have a very confident understanding of how they keep themselves safe. They benefit from community police officer and fire brigade visits. Older children extensively describe how they practise fire evacuations, aware that babies use a different door. Relationships are very strong at all levels and children highly respect and tolerate each other's differences. Babies and children show extremely high levels of confidence and self-esteem, encouraged by excellent support and praise they receive from staff. Children play exceptionally well on their own or with others using accomplished negotiation and cooperation skills. All children are valued and engage in a very wide range of activities and experiences, which help them to value diversity. On the whole, their behaviour is exemplary and children show an excellent awareness of responsibility.

Most children show good awareness about healthy lifestyles. They follow good personal hygiene routines, such as washing before eating and after toileting. Overall, the nursery helps promote children's understanding of healthy eating;

however, this is an area that children are less confident about. Drinks are always accessible and fruit is available inside and outside during snack times. Children engage in a wide range of physical activities, in and out of doors as part of maintaining a healthy lifestyle. Babies and toddlers are content and settle well because staff meet their individual care needs extremely well.

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	2
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