

Copperfields Day Nursery

Copperfields Day Nursery, 22 Saffrons Road, EASTBOURNE, East Sussex, BN21 1DU

Inspection date

Previous inspection date

24/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff know children well and thorough assessment of each child's learning indicate they are making good progress in their development given their capabilities and starting points.
- Staff are well deployed, work well as a team and are very enthusiastic. They encourage children's communication skills well by using open-ended questions.
- Children are interested, keen to learn and confidently explore the play space available to them. They are able to access all areas of learning, which provide a wide variety of activities and learning experiences.
- The management team work well together ensuring good levels of organisation. They are passionate about the quality of the provision and constantly strive towards improvement.

It is not yet outstanding because

- The garden is not yet as stimulating or well-resourced as the indoor environment. As such this does not fully support children's all-round development; although this area is currently under improvement.
- Parents are not always able to contribute to the self-evaluation process to further develop the provision for the benefit of the children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing children in all age groups, both indoors and outdoors. The inspector sought the views of children through discussion and observation of their play.
- The inspector discussed the leadership with both the manager and deputy manager.
- One parent was interviewed and their view taken into account.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff training and suitability; and documents relating to self-evaluation and improvement.
- The inspector carried out a joint observation with the manager and deputy manager in the transitional room, watching staff interact with children aged between two and three years.

Inspector

Fler Wright

Full Report

Information about the setting

Copperfields Day Nursery first opened in 1987 and re-registered under new ownership in

2012. It is a privately run nursery situated near the town centre of Eastbourne, in East Sussex. It operates from a detached house and serves the local and surrounding areas. Children have access to several playrooms, two art rooms, a dining room and a fully enclosed outdoor play area. Areas upstairs are accessible by stairs.

The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 115 children on roll. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of staff who work with children. All staff, including the manager, hold early years qualifications at the equivalent of level 2 or 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the outdoor environment to ensure a stimulating, well-resourced and welcoming play space is provided to support children's all-round development.
- improve the effectiveness of self-evaluation and continual development further by encouraging parents to contribute to this process.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of the educational programme is good. Planning covers the prime and specific areas of learning. Regular observations of children during their play help to ensure the curriculum is tailored to meet their individual needs. Children's interests are taken into account and daily evaluations ensure the activities and experiences available excite the children and provide challenging experiences that meet their needs. The environment is conducive to learning. However, the garden is not yet as well developed as indoor areas to provide an equally stimulating play space, although staff are working towards improving this. Children are making good progress in their learning and are working in or above their typical range of development stage expected for their ages.

The prime areas of learning, in particular personal, social and emotional development, are well embedded. Young children know the routines of the nursery, such as where their

shoes go in their dedicated shoe boxes, what groups they are in and how to line up ready for lunch. Staff ensure children gain from all the experiences during their time at the nursery by supporting children as they play, and asking many open-ended questions to encourage their communication skills. In addition, they are actively encouraged to think for themselves and learn from their mistakes. Staff are well deployed to ensure children receive good levels of support and interaction.

Thorough and regular assessments of children's development are completed and indicate staff know each child very well. This means they are able to tailor experiences individually to meet children's needs and support them in their learning. Each child's key person makes a careful note of children's prior skills, knowledge and understanding upon entry to the setting. They use their observations of children once they start to create a full picture of each child's individual needs. This enables them to support each child appropriately. Parents are also included in this assessment, which enables them to be part of the process and involved in their child's learning and development. Children with special education needs and/or disabilities or those who speak English as a second language receive good levels of support to enable them to reach their full potential.

Parents are kept up to date with their child's progress through daily exchanges of information, both verbally and via a daily sheet for younger children, which keeps them abreast of their child's care, learning and development. Parents are encouraged to take their child's learning journey home and add to it as they desire. Parents receive completed sheets that describe any significant progress their child is making, such as 'superstar story' sheets. They are also invited twice-yearly to parental consultations. This regular feedback helps to ensure parents feel involved with their child's learning and development.

The contribution of the early years provision to the well-being of children

There is a good, well-established key person system in place and robust and effective settling-in procedures. These ensure that children and parents are able to form close bonds with their key person over a two-week period. This is the case for all children, whether they are new to the nursery, going to school or simply moving rooms. It enables them to feel well prepared by gradually getting used to their new environment, peers and key person, resulting in successful transitions for all children. Parents are particularly complimentary of the procedures.

Staff are good role models and support children well in their learning. There is a good balance between adult-directed and child-initiated play. Most of the environment is set up to allow free-flow opportunities, enabling children to access a wide variety of activities and experiences constantly. There is a 'messy room' on each level of the nursery. This means children are able to explore their senses using flour, pasta, home-made play dough, sand and water throughout the day.

Children behave well. Staff use good explanations to ensure children understand the

reasons why they must share or consider the feelings of their peers. Staff give children every opportunity to do things for themselves, which encourages their independence. Children put on their coats and shoes before going into the garden, and receive support where needed, although staff encourage children to do as much as they can independently. This results in children being very familiar with routines and taking their own initiative, and they very confidently move around the nursery demonstrating they are confident and that they feel emotionally secure.

Gentle reminders from staff help children to consider their safety and think about keeping themselves healthy. Children follow well-embedded hand-washing routines and many brush their teeth after lunch, helping them to learn about the importance of keeping their teeth clean after eating. Children all have free access to water bottles and even young children help themselves independently, deciding for themselves when they are thirsty. Children use the garden in all weathers, ensuring they get the opportunity for fresh air all year round. This area is not yet an effective extension of the indoor learning environment, but staff are currently in the process of improving the garden. There is a good range of equipment outside that children use freely to encourage their physical skills and safety awareness, such as trikes and climbing frames. Young babies are included as they are able to sit on play mats and are encouraged to reach and grab various items. This develops children's physical skills. Older children have opportunities to attend weekly swimming classes at a local pool, helping them to develop other important physical skills to aid their future development.

The effectiveness of the leadership and management of the early years provision

The manager and deputy form a strong management team alongside the room leaders. All staff are qualified in childcare and this is evident in the strong educational programme on offer. The manager and deputy have a secure understanding of the Early Years Foundation Stage. As a result, the organisation of the nursery is good, and management and staff work well together to ensure they meet children's individual needs. The curriculum is well monitored, balanced and is consistently well delivered across all rooms at the nursery. All staff are enthusiastic and keen to improve the nursery.

Safeguarding procedures are robust and help ensure the safety of the children, which is of paramount importance and all staff attend training in this area. Risk assessment is effective and ensures each room is safe and shows staff have a good understanding of how to keep children safe at the setting. Staff have experience of dealing with child protection issues and do not hesitate to refer concerns to be sure they are acting in each child's best interests. Rigorous recruitment procedures mean staff suitability is checked thoroughly.

The staff team are well aware of their strengths and weaknesses through various means of self-evaluation, such as peer observations, the completion of quality assurance modules

and regular staff meetings. There are strong links between identified priorities for improvement and the action plans in place. Email systems have been set up to allow staff to communicate directly with parents, although parents do not yet fully contribute to the nursery's self-evaluation.

The majority of staff attend three core courses: safeguarding; first aid; and food hygiene. Regular appraisals and supervision meetings identify staff training needs. Additional courses are booked to ensure each staff member is able to develop their professional skills. Some staff have begun a playwork course, for example, as they have a particular interest in this age group. The management team fully supports and encourages staff development, helping the nursery to continually develop and improve its practice as a whole. This has a very positive impact on children's care, learning and development.

Partnership with parents is strong. They have communicative relationships with their child's key person and the friendly atmosphere at the nursery encourages them to speak to any staff member if they want to. Twice-yearly parental consultations ensure parents are kept up to date with their child's progress. They are able to take their child's learning journey home at any time to read and add to, helping them feel fully included in their child's experience at nursery. The staff team work closely in partnership with the local authority and other external agencies, such as speech and language therapists, if required. This helps to ensure they receive good support for each child to develop to his or her full potential. There are children on roll who attend other early years provision. The key person shares information with these providers to work towards providing a seamless curriculum to maximise opportunities for children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY436240
Local authority	East Sussex
Inspection number	787692
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	115
Name of provider	Copperfields Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01323644661

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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