

JHM (Holy Cross) Nursery Ltd

Holy Cross Primary School, Belmont Road, Uckfield, East Sussex, TN22 1BP

Inspection date	16/10/2012
Previous inspection date	08/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The good relationships that children develop with the staff and each other help them settle well. They are quickly ready to engage in activities and play. This supports effective learning.
- The nursery supports children's developing communication and language skills well. Children's individual needs are carefully considered and supported.
- Children gain good levels of confidence and are keen to join in with activities and play. They are equally engaged in adult led activities as with play of their own choice.
- Children have daily access to fun and interesting outdoor play areas. The available resources and equipment help stretch their physical skills, support their imaginative play and exploratory skills.
- Children have a great interest in doing puzzles. They show good levels of concentration, determined to complete them.

It is not yet outstanding because

- Children's assessment records are not yet precise and sharply focused to enable effective analysis of all children's progress from their starting points. As a result, regular information sharing with parents and others of how well individual children are progressing towards the early learning goals, is not securely established.
- Staff do not always make the best use of snack time to extend children's independence skills, such as helping to prepare food or pour drinks.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms, outside areas and spoke to children.
- The inspector held a meeting with the owner of the nursery.
- The inspector looked at some children's records, including their learning assessments and spoke to key persons.
- The inspector took note of parents' views during the inspection.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full Report

Information about the setting

JHM (Holy Cross) Nursery is privately run. It registered in 2002 and operates from rooms within Holy Cross Primary School in Uckfield, East Sussex. The accommodation consists of

three main playrooms with an entrance hall plus a small kitchen. Two playrooms have their own toilets. Children have access to two enclosed outdoor play areas and use the school grounds. The nursery is open each weekday from 7.30am to 6pm for 48 weeks of the year. It also operates an out-of-school club and holiday play scheme. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 58 children aged from two years on roll, some in part-time places. Of these 54 are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who learn English as an additional language. There are eight members of staff; six hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The manager holds Early Years Professional Status. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- implement the new system for improving the assessment of children's progress from their starting points towards the early years goals, making use of support tools such as Development Matters to assist. Share this information with parents on a regular basis, encouraging their contributions
- strengthen children's experiences that promote their developing independence such as pouring their own drinks or helping to prepare their snack.

Inspection judgements

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

The warm and caring relationships between staff and children mean that children settle quickly in the nursery and enjoy their day. Children are making good progress across all seven areas of learning as the staff promote them well. The planned and spontaneous, interesting and challenging experiences engage all children and encourage them to get involved. For example, children excitedly note how the sun creates coloured patterns on the carpet as it shines through the coloured plastic in some of the wooden bricks. This encourages them to create and design different structures to see the patterns change. Staff have a good understanding of how to develop children's communication and language. They know that all children need time to think, so they can form ideas before they respond. Children who speak English as an additional language or have speech and language difficulties are making suitable progress at their own pace. Children's home

languages are valued and the nursery environment reflects this. The use of signing, singing rhymes and letter sound activities enable most children to develop particularly well in this area of learning.

The nursery promotes children's physical development well, both indoors and outside. There are energetic physical activities to develop children's large muscles, such as digging in the garden, using the ride-on toys and large play equipment or simply running around. Using scissors, pencils, chinks, paintbrushes, or tools with play dough all help to develop the skills children need for writing. Most children's concentration and involvement in their play is very good. For example, even young children spend time completing puzzles, looking at the picture to truly fit pieces together and then want to do it again. The nursery prepares children well for their future learning needs when they go to school. The early years children who attend the after school club have a wide range of resources and activities. They mix well with the nursery children. The key person has an overview of their likes and interests, as well as an awareness of any developing areas that need support.

The staff are collating the necessary information from children's observations to complete the two-year-olds progress checks. Staff regularly share information with parents about their child's learning and development. The current learning journals give a lovely pictorial and descriptive record of a child's time at the nursery. Written observations completed by all staff enable key persons to make decisions about children's progress and identify their next steps. However, currently this relies heavily on the staff's own varied knowledge of children's appropriate development stages for their age. Other than summary assessments completed annually, there is no precise and sharply focused ongoing assessment detail of children's progress towards the early learning goals. As a result, the current available detail makes the monitoring of any achievement gaps for children across the nursery less efficient and effective. The home link books are a useful way that key persons, parents and others can exchange information. Parents are beginning to inform key persons of their child's achievements at home. These are present as 'leaves' to go on the celebration tree, used to help assess children's progress and added to a child's learning record at a later date. Parents receive some information about how they can support their child's learning at home such as developing scissor cutting skills.

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

The key person system successfully supports children as they settle into the nursery. Staff photographs are on display for parents and children so all quickly get to know who people are. Children relate well to all staff as well as their key person who knows them a little bit more. The nursery are sensitive to children's attachments to certain staff and this may necessitate a change of key person. The staff deal carefully with the move between the two groups (Tadpoles and Frogs), in discussion with parents. For example, the two-year-olds spend some time in the older children's group, getting to know the staff and the routines. The door between the two rooms is often open so that children mix during the day. This means that the younger children already experience the other rooms or the larger outdoor play area. Equally, the nursery support children well as they prepare to

move on to school. Visits are set up so children become familiar with the schools and the reception teachers.

The stimulating outside play areas are very well resourced to encourage exploration and investigation as well as developing physical skills. For example, the 'garden kitchen' area encourages children to make 'mud' pies or concoct mixtures of compost and plant leaves. Children experiment with water, pipes and funnels or practise their 'writing' with water painting or chalks on the ground. There is large play equipment for climbing, clambering, stretching or balancing. Staff are aware of and assess each child's ability or need for support. This means that every child feels safe, and wants to have a go and keep trying. This play encourages children to take safe, challenging risks as they negotiate the equipment. Children learn about the need to keep themselves safe as they practise fire drills or wear helmets when on the two-wheeled ride-on toys.

The organisation of low-level resources encourages children to easily make independent choices about their play. Comfortable seating in both rooms helps create a welcoming environment. Resources are plentiful, although children are good at sharing or waiting their turn. Children play successfully together, for example working cooperatively as a group to create structures using the wooden brick shapes. Children competently use resources that support their growing awareness of technology, such as the digital camera. They learn about the wider world and gain an understanding of people's differences and similarities from resources, such as books or puzzles. As a result, children are tolerant of each other and play well together. Their behaviour is excellent.

Children have good opportunities to experience outdoor play during the day and in most weathers. This helps support a healthy lifestyle. They learn the importance of hand washing and eating healthy foods. Parents are able to choose between having school meals and providing a packed lunch. The nursery provides information to parents about how to provide a nutritious and balanced lunch box. Snack time is relaxed and children are able to finish their game or activity first if they wish. They enjoy a range of healthy foods and have ready access to drinks throughout the day. Children's levels of independence are good, for example, they access the toilets when they need or put on their coats for outdoor play. However, at times the staff do not enable them to prepare their snack or pour their own drinks.

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

The owner and manager have a clear understanding of their role and responsibilities in meeting the requirements of the Early Years Foundation Stage. There is a thorough and clear recruitment process that includes criminal record checks and an induction process for all staff that helps ensure their suitability. The staff regularly engage in e-learning training courses, which help keep them up to date on a wide range of subjects, such as safeguarding. As a result, they are aware about what to do if they have child protection concerns about a child. The recently revised written policies and procedures inform staff and parents of the nursery's practices. The nursery management support staff's ongoing

professional development well, through appraisals and supervision.

The nursery fully recognises the importance of self-evaluation and there is a good awareness of the nursery strengths and areas to improve. The views and thoughts of children, parents and staff are consistently taken into account when agreeing the development plans. The future plans for the nursery are on display for all to see and show a positive capacity to drive improvements. For example plans to introduce peer to peer observations to provide a more rigorous appraisal scheme. There are new progress records ready to allow staff and parents to have a constant and more regular view of children's progress towards the early learning goals. These also mean that the management staff can easily monitor and note any achievements gaps of individuals or specific groups of children.

There are highly positive relationships with parents. Recent questionnaires show they are more than happy with the care and learning that their child receives. The home links books and 'celebration leaves' are beginning to encourage more parents to make comments about their child's achievements or home events, so that staff are well informed. Staff liaise regularly with other professionals and early years settings that some children also attend. This means staff are able to fully support children's individual care needs and their continuing learning.

The Childcare Register

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

The requirements for the voluntary 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	EY235557
Local authority	East Sussex
Inspection number	814461
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	58
Name of provider	JHM (Holy Cross) Nursery Limited
Date of previous inspection	08/12/2009
Telephone number	01825 769050

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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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