

Amberley Nursery School

9 Buckhurst Road, Bexhill-on-Sea, East Sussex, TN40 1QF

Inspection date	19/11/2012
Previous inspection date	09/06/2010

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

- Children are very happy and settled in the homely environment provided by the staff.
- The management team monitors the nursery effectively and encourages the staff's professional development.
- The staff have high expectations for the children and understand how children learn. This ensures each child makes good progress and are well prepared for school.
- Children have access to great outdoor play opportunities. The staff run a forest school and the nursery outdoor area is rich and vibrant. This allows children to play in a fun and stimulating environment.

It is not yet outstanding because

- There are fewer opportunities for children to sample a greater variety of books.
- Staff do not always provide children with the resources or activities to extend their understanding of cultural, religious and community events.

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 gathered information from the management team and the staff.
- The inspector sampled children's records and documentation.
- The inspection was completed in one day.
- The inspector spent time in each room observing the interaction between the children and staff.

Inspector

Clare Stone

Full Report

Information about the setting

Amberley Nursery School is privately owned and registered in April 2001. It operates from the ground floor of an adapted house in a residential area of Bexhill. The nursery is open every weekday from 8am to 6pm throughout the year, except for public holidays.

All children share access to a secure, enclosed, outdoor play area. The setting is registered on the Early Years Register. There are currently 85 children in the early years age range on roll, most in part-time places. The setting provides funded early education for two-,

three- and four-year-olds. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 11 members of staff. Of these, nine hold appropriate early years qualifications to at least NVQ level 3.

Inspection judgements

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

The staff have a good knowledge of the seven areas of learning. All activities are age appropriate and keep the children's attention for sustained periods of time. The children settle well and are happy to be at nursery and choose what they would like to play with. The staff are attentive to children's needs and provide individual attention when needed. Each room is equipped with resources to support and extend children's learning. Although the book corner provides many story and picture books, it lacks a wider choice of books such as reference, poetry and rhyming books. Children are in line with their development miles stones and in some cases they are above. The variety of resources and opportunities are motivational and attractively presented. Although activities are well thought out and positively reflect diversity, staff do not always extend children's understanding of cultural, religious and community events.

The staff record children's starting points and capabilities when they join the nursery. This helps them plan meaningful play opportunities for individual children. All paperwork reflects the revised areas of learning and this is how the staff record children's achievements. Staff are skilled at supporting children's learning and they help them acquire new skills at a pace that suits them. The key worker system works very well and staff understand each child's capacity to learn and use this to narrow any achievement gaps.

Staff are good role models, they speak to each other with respect and show children how to behave in a positive manner. Children are kind and caring and help each other when they cannot reach an item or help their friend put their coat on. Staff understand social interaction is important and use praise and encouragement to reward good behaviour. Children are motivated to learn and have the confidence to try something new. Regular assessment ensures there is a sharp focus on how children learn and therefore plan suitably challenging activities. This also helps the staff understand their role in teaching and supporting children's learning.

The staff understand the importance in including all parent's in their children's learning. There is a strong partnership with parents and carer's with a free flow of information that ensures children progress and their welfare needs are well met. Staff support parents who have concerns and attend meetings with other agencies as required. They are fully committed to supporting the family as a whole and feel this is an imperative way to meet children's individual needs.

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

Children demonstrate a strong feeling of security and sense of belonging in the nursery. The staff are kind and affectionate towards them when they are anxious or need reassurance. Children enjoy cuddles and look to the staff for support and guidance. The key person approach encourages children to form effective relationships and attachments to their peers and other adults. This helps promote children's well-being.

Children have access to enriching outdoor play opportunities. The nursery use a Forest school approach and make weekly visits to the local woods. This exciting and interactive experience encourages children to explore their natural environment. It enables them to manage risks safely, and use their imagination to solve problems and co-operate with others. Children's health is promoted well. They enjoy regular opportunities to enjoy fresh air and exercise. The outside area at the nursery is fun and stimulating for all ages of children who attend. Staff ensure children are suitably dressed and they play outside in all weathers. The garden is sectioned off into themed sections so children choose where they would like to investigate. Meal times are a social occasion throughout the nursery and children sit with their friends and discuss their day. All children eat well and enjoy the healthy range of meals provided.

Children's behaviour is very good, they work alongside each other and are learning to share in a productive manner. Staff are very aware of children's emotional needs and they all receive equal amounts of support. Children keep themselves safe with gentle reminders from staff not to run indoors. They help tidy up and understand that this helps to provide a safe environment and stops them falling over toys. These are key examples of cause and effect, which help children understand their thoughts.

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

The nursery staff are aware of their role and responsibilities in protecting the children in their care. There are good systems in place and staff know the procedures to follow if they have any concerns. There are clear and robust systems in place for staff recruitment and all adults who have access to children have completed a current criminal records bureau check. Risk assessments are completed daily for indoor and outdoor activities. This enables children to play and learn in safety.

Staff use a self-evaluation to provide an accurate diagnosis of the strengths and

weaknesses of the provision. They monitor and evaluate their work and take steps to change what does not work or benefit the children. Staff are confident in their role and the leadership and management of the nursery has clear plans for improvement and sustaining the good quality of care they provide.

The nursery management team are focused in providing trained staff. Staff attend regular childcare courses and are supported to achieve high levels in recognised childcare qualifications. This benefits children to be with knowledgeable and experienced staff.

There is a good partnership with parents. They are aware of the 'open door' policy. Parents are given time to talk to their child's key person and discuss how to help extend their children's play at home. Parents say they are very happy. They would recommend the nursery to others. They receive newsletters and texts to keep them up to date with what the nursery is doing.

Partnerships in the broader sense are fully established. Staff aid transitions to school well and welcome any visits from local school teachers. This helps children get to know their new teacher before they start school. The well-established channels of communication allow staff to successfully promote children's learning, development and welfare.

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	156381
Local authority	East Sussex
Inspection number	887336
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	40
Number of children on roll	85
Name of provider	AMBERLEY NURSERY LIMITED
Date of previous inspection	09/06/2010
Telephone number	01424 212472

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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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