

Lewes Clock Tower Nursery

Sussex Downs College, Mountfield Road, Lewes, East Sussex, BN7 2XH

Inspection date	11/02/2013
Previous inspection date	11/03/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- The caring staff create a friendly and welcoming environment, where children feel safe and are well looked after.
- The effective key person system allows staff to work well with parents so that children look forward to coming to nursery and show enthusiasm on arrival.
- There are plenty of attractive resources at the setting, which, when used effectively, encourage the children to learn and develop their skills.

It is not yet good because

- Although there are systems in place for self-evaluation and the supervision of staff, these are not fully developed. Therefore, the nursery is not improving outcomes for children as quickly as it could.
- Staff do not sufficiently extend children's learning by using observational assessment to plan the next steps in their learning and meet their needs effectively.
- Staff do not always engage in children's play, allow them to lead their own learning or encourage them to think creatively. This means that children are not consistently able to make independent choices or develop their interests.

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 all areas of the nursery, both indoors and out.
- The inspector looked at a range of documentation including children's progress files, planning documents, self-evaluation records and a selection of policies.
- The inspector spoke to three parents and took account of their views.
- The inspector carried out a joint observation of practice with the nursery manager.
- The inspector engaged in meetings with the registered provider, the nursery manager and two staff members to discuss their roles and responsibilities.

Inspector

Rebecca Swindells

Full Report

Information about the setting

Lewes Clock Tower Nursery registered in 1994. The nursery operates from a self-contained unit within Sussex Downs College in Lewes, East Sussex. Children have the use of a main care area, which can be subdivided, and a separate sleep room. An enclosed, outdoor play area is available. The nursery is open to children of college staff, students and to children living locally. The nursery offers places for a maximum of 20 children aged

from one to five years. There are 30 children on roll, with 13 children currently receiving funding for nursery education. The nursery opens Monday to Thursday from 8am to 5.30pm and on Fridays from 8am to 5pm during term time, and Monday to Friday from 8am to 4pm for the remainder of the year. There are six members of staff and all have appropriate early years training. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use children's individual needs, interests, and stage of development to plan challenging and enjoyable experiences and routines for each child in all of the areas of learning and development, and to promote independent learning.

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

- develop further the effectiveness of self-evaluation to improve the quality of provision for children
- develop further systems for staff supervision to monitor and improve the quality of teaching.

Inspection judgements

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

Staff provide an appropriate range of attractive and inviting equipment both indoors and outdoors. This means that children have the opportunity to use some interesting resources and develop their learning. Staff plan activities for the children, which they think they will enjoy. Although these help to prepare children for their future learning, children do not always have opportunities to change activities and make independent choices about how they do things. For example, staff gave children photocopied pictures and encouraged some to use coloured pens and others to use paint to colour them in. The children were not able to choose which group they were in, and those at the painting table had limited choices of colour. As a result, children did not have the opportunity to be independent and make decisions about their play. Children are able to make free choices from the activities available at other times, including using a water tray, and they delight in pouring and catching the water. The children show their growing independence during such activities as they fetch aprons for themselves, and they demonstrate good social skills working

alongside each other.

The younger children enjoy painting activities but are restricted in how they respond to them. Although staff work individually with the children, they secure them into their chairs to promote their safety. However, this reduces their mobility and their opportunities to explore the materials available and enhance their learning.

At times, some staff engage well with the children, for example as they talked about the texture of paint and demonstrated how paint drips from a saucer. The young children enjoyed watching the drips fall onto the paper and their understanding about the properties of paint developed as a result. Children who were fascinated with small gravel pieces were encouraged to post the gravel into plant pots rather than through a drain cover to promote purposeful play. Staff talk keenly to the children about what they are doing, and as a result, securely promote children's concentration and communication skills.

Staff make appropriate observations and assessments of the children in the nursery, including the required progress check for children aged two years. However, they do not always then use the observations to plan activities that move the children on in their learning. This means that, although children make sound progress overall, staff do not consistently match activities to children's learning needs. Routines in the nursery are, at certain times of the day, too prescriptive. Children are not always able to learn in the way that suits them best and are not always challenged by the activities provided. Children who prefer to learn outdoors are not able to access all the curriculum areas freely in the outside space, which reduces their learning opportunities. Staff share the children's progress records with their parents and involve them in meetings about their children to help promote their learning. Parents say that this makes them feel involved and knowledgeable about their child.

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

The children at the nursery are happy and demonstrate fondness for the staff. The well-established key-person system means that children feel safe and know that staff care for them. Staff promote good settling-in sessions before children start, which enables them to make strong bonds with both children and their families. Parents praise the way that the staff handle these sessions. Good care practices are in place to promote children's familiar home routines. For example, staff allow children to sleep when they need to, which promotes their well-being. Staff display photographs of family groups in the nursery, which helps to contribute to the children's sense of well-being. Positive images in photographs and posters around the nursery reflect the backgrounds of the children that attend and also enhance children's awareness of diversity. The youngest children enjoy the opportunity of playing with the older children, and staff include them when they try to join in with activities.

Staff provide nutritious snacks, and the children sit together to eat and are encouraged to

talk about healthy eating. The college canteen cooks lunch, and children lay the table, encouraging a homely mealtime routine and children's participation. Good hygiene is encouraged as the children wash their hands before meals and after using the toilet. Staff manage behaviour well and are consistent in their approach, further helping children to feel secure and adopt safe behaviours. Children play well alongside each other and in groups; they demonstrate friendliness and smile as they share equipment and talk about what they are doing. Older children are tolerant and kind when making space for younger children who wish to play and therefore demonstrate good behaviour.

Children enjoy access to a large outdoor area and have some interesting resources to explore such as a netted den and a circular water-trough with floating balls. Some staff promote exciting outdoor and physical play following from children's interests. However, staff do not always ensure that learning opportunities in the outside area are accessible. For example, children are not always able to use the large climbing equipment because staff do not dry it off after heavy rain. This does not fully support children's choices and their desire to explore outdoors fully.

Children enjoy affectionate relationships with staff. They climb on their laps and hold hands during story and song times; they laugh when staff join in dancing games with them. This results in a very homely and happy atmosphere. The children come from a very wide catchment area and go on to many different primary schools. Despite this difficulty, the staff try hard to make the transition to school smooth by talking about school with the children and inviting school staff in wherever possible. This helps to support each child during times of transition.

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

The provider's arrangements for safeguarding children at the nursery are secure. The manager and the staff team have a clear understanding of safeguarding procedures and their roles and responsibilities to promote children's welfare. The staff keep appropriate records of accidents and medication, and the manager audits these regularly. This helps to keep children safe as the manager identifies and acts upon any areas of concern. Risk assessments are in place and suitably reflect the nursery's practices, which further promotes children's welfare.

Staff recruitment procedures are robust. The manager has confidence in her staff and demonstrates a willingness and desire to improve the nursery. However, self-evaluation does not yet identify all of the opportunities for improvement. The nursery has received support with their self-evaluation systems from the local authority. Together, they have written an action plan to help improve the learning outcomes for children, although staff have not yet fully implemented this. Parents' comment books and annual questionnaires support the positive views that parents have of the nursery and enable staff to include them in the self-evaluation process. This helps to ensure a mutual approach to improvement and promoting the children's needs.

The management team has some systems in place for monitoring children's progress. However, these lack sufficient rigour and so children do not always achieve the learning that they could. The arrangements for staff supervision are informal and do not always focus enough on developing good teaching practice. As a result, learning outcomes are inconsistent. Staff attend local authority training courses, and the registered provider is keen to support staff development to improve practice and the quality of provision for children.

Staff work well with other agencies and providers to support all children's learning and development needs. Partnerships with parents are positive; staff and parents work together to promote children's care and learning needs. Parents speak highly of the care that their children receive and speak fondly of the staff.

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	EY283084
Local authority	East Sussex
Inspection number	814707
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	20
Number of children on roll	30
Name of provider	Sussex Downs College Governing Body
Date of previous inspection	11/03/2008
Telephone number	01273 402299

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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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