

# Play Centre Nursery

Wickbourne Centre, Clun Road, Littlehampton, West Sussex, BN17 7DZ

<b>Inspection date</b>	14/03/2013
Previous inspection date	04/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 happy, interested in their activities and eager to try new experiences. They show good levels of independence, curiosity and positive behaviour.
- Children make good progress in their learning and development in relation to their starting points. and this is robustly supported by key staff's detailed knowledge of children and their next steps in learning.
- The key person system offers children security and they form secure attachments with the staff. Children settle easily and demonstrate a strong sense of belonging.
- Partnerships with parents are strong and wider partnerships enable staff to work well to support individual children and their families.
- Children's safety and well-being is given high priority and staff are vigilant in monitoring visitors to the nursery.

### It is not yet outstanding because

- The system for self-evaluation does not consistently include the views of parents and children.
- There are fewer opportunities for children to engage in mathematical experiences in all aspects of their play.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play areas and in the garden.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation of practice with the nursery manager.
- The inspector looked at children's learning journeys and assessment records.
- The inspector examined a selection of policies and records.

## Inspector

Helen Edwards

## Full Report

### Information about the setting

Play Centre Nursery registered in 2005. It operates from within the Wickbourne Centre in Littlehampton. The nursery has an open plan arrangement split into different areas for different age groups with an adjoining baby room in a purpose built building. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm for 51 weeks a year. There are currently 100 children aged from six months to five years on roll. The nursery supports children with special educational needs and/or disabilities, and children learning English as an additional language. The nursery employs 15 staff of whom 13 hold appropriate early years qualifications. The nursery receives funding for two, three and four-year-olds.

### What the setting needs to do to improve further

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

- review and extend the self-evaluation process to include the views of children and parents, to ensure that the quality of provision continues to improve
  
- incorporate more opportunities for children to learn mathematical concepts in areas such as sand, water and malleable play materials.

### Inspection judgements

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

Children make good progress in their learning and development in relation to their starting points. Staff have a secure understanding of the Early Years Foundation Stage, and know how young children learn. They offer children an exciting programme of activities through a rich range of toys and resources. Staff provide a welcoming and stimulating environment where children follow their own interests and have fun. Children arrive at the nursery with great enthusiasm and are eager and motivated to play and learn. Staff fully support children's learning and prepare them for their transition to school and future learning opportunities.

Staff are skilful in supporting children's development in speaking and listening. They ask children open-ended questions and talk to them about what they are doing, which encourages them to express their ideas and build on their vocabulary. Children enjoy listening to stories read to them by attentive adults who engage them in discussions about

the story and the illustrations. They join in excitedly when making up their own story and acting out a trip to the moon. Children have numerous opportunities to make marks with a variety of media and materials, both inside and out.

Children benefit from an abundance of malleable play materials, for example, sand, water, lentils, pasta and shaving foam. They make exciting mixtures, stirring their ingredients enthusiastically. Staff members encourage children to use their senses to explore materials. Cooking is a favourite activity for the children, and they have great fun making cheese scones. They use their mathematical skills to measure out ingredients and learn to read the recipe. Children are absorbed in using magnifying glasses to examine a range of objects. They manipulate shapes when playing with puzzles and construction kits and they learn to recognise numbers. However, staff miss opportunities to introduce mathematical concepts in all areas of the nursery, for example, when playing with malleable materials.

The outside area offers children a wide range of learning opportunities, under a protective canopy. The children play in the garden during all weathers, wearing waterproof suits to keep them warm and dry. They have ample resources to support learning across all areas, for example, the children enjoy investigating the snow melting and they catch and estimate the amount of water collected. They practise using their physical skills as they run, climb, use the bats, balls and beanbags.

Babies have a separate but adjoining outside area and they play in the pop-up tents and dens, playing peep-bo and laughing with staff members. Inside, babies engage in a sticking activity sitting on large sheet of paper and sticking sparkly paper to it. Babies are wholly absorbed in the activity and are happy to be bathed individually afterwards, and dressed again by caring and attentive staff. Babies happily investigate the wide range of toys that support babies' curiosity and staff offer reassurance and cuddles as needed.

Staff carry out frequent observations and assessments which they use to plan for children's next stages of learning. Children's learning journeys contain observations and photographs of the children at play. Parents contribute to initial assessments of children's starting points and staff encourage parents to continue to share information about their children's learning and development at home. Staff closely monitor children's learning and identify quickly where children are not making expected progress. Very good provision is made for those children who need additional support. The special educational needs coordinator ensures that children get the help they need at the right time and that parents are fully involved in the process. She liaises with the relevant agencies that support children's learning so that all children make good progress.

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

An effective key person system is in place and children quickly form strong and secure attachments with staff who know the children well. Children separate easily from their parents and settle quickly with sensitive support from staff. Relationships between staff and children are strong at all levels and parents say that their children are always keen to come to the nursery. Staff prepare children very well for transitions as they progress

through the nursery and onto school. Reception class teachers visit the nursery prior to children starting school and the nursery staff share children's learning journeys with their new teacher.

Children are confident and move freely around the nursery following their own interests. They happily join in with focus activities in small groups with their key person, and in whole group story and singing times. Children enjoy being outside as much as possible and they independently fetch their coats and ask for help if needed. They enjoy being active in the fresh air, running, climbing and playing with a wide range of toys.

Children are learning to keep themselves safe. Staff explain to children that the icy areas of the garden should be avoided and children understand why. One child says 'I don't want to slip over'. High standards of hygiene are maintained throughout the nursery. Children are learning to wash their hands before cooking or eating and secure policies and procedures are in place to prevent the spread of infection. Children select from a wide range of fruit at snack time and benefit from nutritious freshly cooked meals.

Babies receive lots of individual attention by kind and caring staff. Their care needs, such as nappy changing and feeding, are attended to at regular intervals throughout the day. Babies' individual sleep times are followed according to parents' wishes. Staff cuddle and comfort babies they wake up. They are gently encouraged to become more independent, for example, feeding themselves with a spoon.

Staff use consistent strategies to support children's understanding of good behaviour, and they model polite and courteous language for the children, for example 'Please', 'Thank you' and 'I'm so proud of you'. The nursery is well resourced with many toys that promote learning effectively. Staff place high importance in arranging the play resources so that children are always fully engaged in play and learning.

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

Children are safeguarded well as all staff have undergone necessary checks to ensure they are suitable to work with children. All staff complete safeguarding training to ensure they have a secure knowledge and understanding of their responsibility to protect children. Security procedures are good and staff supervise children at all times. The manager understands her responsibilities well and ensures that required documentation and written policies are in place for the safe and efficient management of the setting.

Leadership is strong and the ambitious management team have high aspirations for continuous quality improvement. All staff regularly reflect on the provision and adapt the nursery resources and routines to suit children's changing needs and interests. However, the views of parents and children are not always included in the nursery development plans.

The manager carries out staff appraisals and supervision meetings regularly and staff feel

well supported by the management team. Members of staff actively contribute to the overall vision for the nursery's future and staff morale is high. The manager observes staff performance and offers effective feedback to improve their skills and celebrate their strengths. Monitoring of educational programmes is thorough and ensures that children benefit from challenging experiences to help them progress towards the early learning goals.

Staff work well in partnership with parents and carers to ensure children's individual needs are met. Information is continually shared about children's care routines and the activities they have enjoyed. The Parents' Forum offers opportunities for parents and staff to discuss any aspect of the nursery provision. There are effective partnerships with outside agencies and other providers and this has created a coordinated approach to promoting children's learning and development. All children receive the support they need to achieve.

Parents speak highly of the nursery, saying 'All staff know my child well' and 'My child settled easily because the staff are gentle and kind'. Parents value the learning journeys and the daily chats with staff about their child's interests and progress.

### **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 action. 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

<b>Unique reference number</b>	EY296574
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	908565
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Arun Community Church Wickbourne Centre
<b>Date of previous inspection</b>	04/02/2009
<b>Telephone number</b>	01903276827

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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, which are usually the childminder's 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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