

Lindfield Nursery School

King Edward Hall, 24 High Street, Lindfield, HAYWARDS HEATH, West Sussex, RH16 2HH

Inspection date

Previous inspection date

04/06/2013

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

- Children demonstrate a strong sense of security because staff build trusting relationships with them.
- Children are making good progress in their learning with the support of enthusiastic and interested adults. They have fun and are encouraged to follow their own interests.
- Staff effectively promote children's spoken language skills as they engage them in meaningful conversation.
- Good use of props to support stories, songs and rhymes helps to maintain children's interest and attention.

It is not yet outstanding because

- Staff do not always use all opportunities to encourage children to practise linking letters and sounds.
- Partnership working with other early years settings that children attend is not fully developed in all possible ways.

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 and the interaction of children and staff in the indoor and outside learning environments.
- The inspector had discussions with the registered provider, supervisor and staff and spoke with children.
- The inspector discussed the option to carry out a joint observation with the registered provider.
- The inspector took account of the views of parents spoken to on the day of the inspection and reviewed the content of parental questionnaires.
- The inspector checked evidence of staff suitability and sampled other documentation relating to the nursery school's activities.

Inspector

Debbie Newbury

Full Report

Information about the setting

Lindfield Nursery School has been established for many years and was re-registered in 2012. It operates from the King Edward Hall in Lindfield in West Sussex. The nursery school serves families from the local community and surrounding urban and rural areas. All children share access to a fully enclosed outside play area. The nursery school is open Monday to Friday during school term-time only. It operates from 9am to 12noon on a Monday and from 9am to 2.30pm Tuesday to Friday.

The nursery school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll aged between two and four years. The nursery school welcomes children with special educational needs and/or disabilities, and those who speak or hear English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four.

There are seven members of staff, including the registered provider. Of these, five hold early years' qualifications at National Vocational Level (NVQ) 3. The supervisor of the nursery school holds the Early Years foundation degree and is studying for Early Years Professional Status. The registered provider is studying for a NVQ at Level 3 in Management and another member of staff is working towards an early years qualification at Level 3.

What the setting needs to do to improve further

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

- enhance opportunities for children to practise linking letters and sounds
- develop further links with other early years settings children attend to promote a more shared approach to their care and learning.

Inspection judgements

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

The overall quality of teaching and children's learning is good, which enables children to acquire a positive attitude and the skills they need to prepare them for school. There is a strong focus on learning through play and enabling children to follow their own interests. This empowers children to make decisions about what they do and encourages them to

become self-motivated, active learners. Key persons take note of what interests their key children. They use this as a base to extend their learning and plan for further development. The nursery school's use of observational assessment is effective. Comprehensive 'all about me' forms enable staff to find out about each child's individual needs and their starting points. Key persons regularly complete a play plan for each child, which is shared with all members of staff. This promotes a consistent approach among the staff team to support children's learning. Key persons provide parents with a copy of the play plan so they can use the information to support their child's learning at home. Staff have successfully implemented the two year progress check to monitor children's progress and identify the need for any early intervention.

Children arrive happily, they separate easily from their parents and search out their friends. They then very quickly become involved in their own choice of play, both indoors and outside. Staff have to set up and clear away each day but they take a lot of care to make sure the environment is inviting. They arrange resources to be easily accessible and make sure these reflect all areas of learning.

Staff interact with children in a positive way and effectively support their play. As a result, children remain fully involved and their concentration grows. Staff engage children in conversation. They ask lots of questions that encourage children to think critically and express their thoughts. This successfully promotes children's communication and spoken language skills and adds to their knowledge. Staff encourage appropriate language as they join in with children's play in the 'shop' and encourage them to name the different fruits and vegetables that are for sale.

Children enjoy water play and investigate how to make the water wheel work. Staff explain how they can control the speed of the wheel by the amount of water they pour in. They encourage children to make comparisons about size and to count at every opportunity, which supports their developing awareness of mathematics. Children enjoy exploring the contents of a 'feely box' and listening to different sounds and identifying what these are. These activities encourage children to use their senses, to listen and to make connections. Children use a variety of tools to be creative and use develop their hand coordination. They cut with scissors, use hole punches and explore different mark-making materials.

Staff promote 'good listening' and encourage children to put up their hands at whole group times when they wish to speak. Well delivered story time sessions capture children's attention. The use of props at story and rhyme time help stories and rhymes come alive. Children explore the idea of sequencing as the different characters are introduced in order. Some staff have attended 'letters and sounds' training and they have started to introduce this at whole group times. However, staff do not always support or encourage children's awareness at other times, to provide opportunities for them to practise and reinforce their understanding and challenge them further.

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

Staff successfully promote all aspects of children's emotional and physical well-being. They treat children with warmth and kindness. This helps children to feel safe and secure and supports the development of strong, trusting relationships. Children's behaviour is good. Staff sensitively support those children who are learning to take turns with gentle but consistent explanations about the need for sharing. They help children develop the skills to say no when another child does something they do not like. As a result, children are gaining good personal, social and emotional skills and are learning the importance of respect for others. Staff are genuinely proud of children's achievements and efforts. They offer lots of praise, which builds children's self-esteem and confidence in their abilities.

Children are learning how to keep themselves safe and healthy. They take part in regular fire drills and learn about road safety when they walk to the park. Staff intervene as necessary to guide children away from potentially hazardous situations. They offer explanations to help children understand the possible consequences of their actions. Discussions about the importance of sun cream and wearing hats teach children about sun safety. Staff remind children of the need to drink regularly and they stop physical activity sessions so everyone can rest for a while and have a drink. Children enjoy balancing on the stepping stones in the outside area and they play with the parachute and practise their ball skills in the hall. Staff regularly take children to the nearby park where they can explore more challenging play equipment and have lots of space to run around. These activities enable children to develop their skills and be physically active, which is important to maintain good health. Children sit with staff to eat their snack and lunch. These are sociable occasions as everyone chats together. Staff encourage children to be as independent as possible, which is good preparation for them to be able to manage meal times at school.

Staff talk to children about going to school and what they are likely to do there. They are reassuring when children raise this topic in conversation. Staff provide school teachers with reports about children's progress to ease this move. The nursery school welcomes visits from school teachers although this does not always happen. The supervisor has, in the past, taken a child to visit the school they were moving to because the teacher was unable to visit the nursery school. This demonstrates the commitment of staff and their willingness to act in the best way possible to support children who attend.

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

Management and staff have a secure understanding of their responsibility to safeguard the children who attend. The registered provider regards safeguarding training as mandatory for all staff. Everyone is fully aware of the procedure they must follow if they have any concerns about a child's welfare. Staff check the environment and toys each morning to make sure everything is safe for children to use. They are vigilant about ensuring the premises are secure and they supervise children carefully. There are robust recruitment and vetting procedures and effective systems to help assess the ongoing suitability of staff. All of these measures combine to promote children's safety and well-being in an effective manner. Required documentation and other records that underpin the efficient

management of the nursery school are in place.

Staff work together well as a team and have a good understanding of their roles and responsibilities. This means the session flows smoothly and children are supported effectively. Staff regularly attend training to develop their knowledge and skills as part of their continuous professional development. The supervisor is studying for Early Years Professional Status and is introducing new systems to help monitor the quality of the provision. She also brings in articles from university and encourages staff to read these.

Clear and well considered action plans are in the place for the continued improvement of the nursery school. These include development of the outside play area to create a more stimulating environment. Management also wants to further strengthen existing links with parents. They have recently introduced parent consultations and are keen to incorporate more outings for children and parents together. The registered provider considers that the staff team is one of the biggest strengths of the nursery school. Staff feel that their views matter. Annual questionnaires enable parents to express their thoughts about the nursery school and offer ideas for improvement. The registered provider takes these seriously and makes every effort to implement their suggestions.

Parents state that they are very pleased with the nursery school and feel their children are very happy. They express the view that 'staff are warm, caring and very helpful' and that 'they communicate well.' Parents like the daily communication they are sent on a secure social networking site. One parent comments that 'this means I can talk to my child about things or if they tell me something, I know what they are talking about.' Parents know that they can look at their child's learning journal and take this home whenever they wish.

The nursery school works closely with other agencies and professionals who are supporting children with additional needs. This promotes a fully integrated approach and helps them make as much progress as possible. There are some good arrangements for partnership working with other early years settings children attend. However, this mostly occurs when staff have concerns about a child. While this means that there is a cohesive approach to promoting the care and early education for these children, staff have not fully extended this to include all other children.

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

Unique reference number	EY457539
Local authority	West Sussex
Inspection number	895336
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	31
Name of provider	Terisa Juliet Tuffin
Date of previous inspection	not applicable
Telephone number	07584066070

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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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