

The Warren Day Nursery

The Post Barn, Gillridge Lane, Crowborough, TN6 1UP

Inspection date

Previous inspection date

17/06/2013

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's personal, social and emotional development is well promoted. As a result, they are happy, confident and motivated learners.
- Children have good opportunities to develop their physical skills on exciting and interesting play equipment.
- Children experience a wide variety of activities across all areas of learning. They are supported well in their learning and development by staff, who use skilful questions and good explanations.
- Clear self-evaluation has identified areas for development and there is a continuous programme of improvement to consistently provide quality care for all children.

It is not yet outstanding because

- Some younger children at times find it difficult to communicate and understand the routine of the day as there are few visual prompts to support them.
- Written print to extend children's early reading skills, such as names and labels are less evident in the outdoor learning environment.

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 had discussions with the manager of the nursery and spoke to staff at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation, including key policies to support the safety of the children and children's learning and development records.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to parents about their views on the service that they receive.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

The Warren Day Nursery registered in 2012. It operates from a converted premises situated in, Crowborough, East Sussex. The nursery is accommodated in two group rooms over two floors. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years of age. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 11 members of staff. Of these, eight hold appropriate early years qualifications. The manager has Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance the younger children's communication skills and understanding of routines, for example, through using visual aids to help them understand the routine of the day and express their needs
- develop the use of print in the outdoor environment to enable children to extend their learning about words, for example, by using names, signs, posters.

Inspection judgements

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

The staff team have a good knowledge and understanding of how to promote children's learning and development. They provide a wide range of interesting and challenging experiences that support children's progress across all areas of learning. Consequently, children are acquiring the skills for the next steps in their learning. The staff team deploy themselves well, both in the baby room and in the pre-school. This means children positively engage in activity as staff capture their interest through showing enthusiasm themselves. Children have individual 'learning journey' records. These contain regular observations that effectively help to inform plans and to monitor their progress. Progress

checks for children aged between two and three years are in the process of been completed and are shared with parents. This provides them with a summary of the children's strengths and any areas where they may be making less progress than expected. This enables staff and parents to work together to support children's future progress.

Children independently set up their own resources and play cooperatively with each other. They confidently contribute to story times and choose which songs, they wish to sing. Listening to stories is fun and exciting for children as they enthusiastically use role-play to add new dimensions to the story. They learn that print has meaning through the rich indoor environment in which reading and writing materials are readily available. However, evidence of written print is less evident outdoors to enhance children's awareness further. A range of matching, sorting and sequencing activities effectively promotes children's mathematical thinking.

Children engage in conversations with staff, for example, about families and their backgrounds, using photographs from home. Consequently, staff promote children's language skills well and extend their thinking. However, this is less successful with some younger children who find it more difficult to express their ideas or to follow routines. Children benefit from very good resources across the provision. Toddlers and babies benefit from the heuristic play baskets, where they are able to develop their understanding about the world from a young age.

The atmosphere is relaxed and one of busy purposeful play, as staff support each child to acquire essential skills and promote children's capacity to develop further. Staff give children time to explore and experiment. They support children in developing a good understanding of how to be expressive in their art and design. Children beam with pride as their achievements are recognised and praised when displayed on the low-level wall. Children who prefer to play outside can do so daily, using the outdoor area immediately outside the back of the building. They enjoy imaginative play outside as well as indoors. Children practise gaining good hand and finger control in the outdoor activities. For example, they experiment with twigs, pebbles, plastic tubes, and use sieves, spades and containers in the sand trays to fill and filter sand.

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

Children manage their own personal needs very well as they wash and dry their hands before lunch without prompting. Staff offer lots of encouragement and support when children need it, which promotes children's sense of independence well. For example, babies are encouraged to feed themselves and older children serve themselves at lunchtime. Staff follow excellent hygiene and health routines, such as when nappy changing and dealing with children who are unwell. This ensures that children are cared for in a very clean environment, where the risk of cross infection is minimised.

Children benefit from a warm, safe and stimulating environment. Well-resourced playrooms offer plenty of space for both tabletop games and floor activities. Children

reach toys with ease, due to the arrangement of low-level cupboards and drawers. Children are well behaved, play cooperatively with each other and share resources. Relationships within the setting are strong between children and staff. They are sympathetic to children if they become upset, supporting them well with cuddles and kind words. The older children can move freely between indoor and outdoor areas throughout the day. Children have fun riding bikes, playing on the logs and kicking balls. There is huge hilarity as children extend their play through their imagination in the sand pit, pretending to be pirates and princesses.

Children are consistently supported when they move to the next room. The key person talks to the parent and gradually introduces the child to the new environment before they start. This supports children effectively in moving rooms easily within the nursery. Staff prepare children well for their next stage in learning and readiness for school. For example, by helping them talk about the friends they are going to school with and developing children's positive attitudes towards learning. Children are gently reminded by staff to encourage good manners, as they prompt the children when necessary to say 'please' and 'thank you'. Staff carefully and appropriately guide children in talking about their personal safety and managing feelings. As a result, children learn about expected levels of behaviour from positive role modelling of staff and from each other. This supports children in behaving safely and develops their understanding of respecting other people.

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

The management team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements, and the learning and development requirements of the Early Years Foundation Stage. Children's welfare is safeguarded because staff have a secure understanding of their roles and responsibilities with regard to child protection concerns. The designated person for child protection is experienced and fully trained. Robust systems are in place to ensure the ongoing suitability of all staff. This includes appropriate vetting checks and induction programmes. The staff team are extremely clear about their roles and responsibilities about working in partnership with parents and outside agencies to help make sure that children are safe. Staff use detailed and highly effective risk assessments to carry out daily safety checks. Comprehensive records, policies and procedures support the safe and efficient management of the nursery.

Effective performance management systems are in place. The management team monitor staff performance, educational programmes and the delivery of the learning and development requirements in a number of ways. These include staff appraisals, practice observations and whole staff team meetings. The management team are supportive of staff gaining further qualifications to enable them to continue to develop their professional skills. Staff make effective use of the Development Matters in the Early Years Foundation Stage document to continually observe, assess and monitor children's learning. This ensures that any emerging concerns are easily identified and that children are sufficiently

challenged through the educational programmes.

The evaluation of the nursery is robust, resulting in a detailed and well-defined action plan, to which the staff contribute. Targets set are realistic and progressive. For example, they have started to define an area of the garden to use as a 'mud kitchen'. This demonstrates that they have a clear drive for positive improvement to enhance the provision for children.

Partnerships with parents are strong. Parents contribute to the initial assessment of their children's starting points on entry to provide a baseline from which staff monitor their progress. Parents contribute observations from home, which staff take account of when planning activities for each child. Parents have access to their children's learning journal at any time so they are fully aware of their achievements. Information is exchanged daily through feedback sheets and through talking to their child's key person. The nursery works closely with other professionals. These partnerships are very successful in identifying and planning the children's individual needs to ensure that they make good 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

Unique reference number	EY450425
Local authority	East Sussex
Inspection number	897002
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	52
Name of provider	Claire Louise Braidwood
Date of previous inspection	not applicable
Telephone number	07971199020

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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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