

West Rise Nursery

West Rise Community Infant School, Chaffinch Road, Eastbourne, East Sussex, BN23 7SL

Inspection date

Previous inspection date

15/07/2013

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

- Staff are well deployed throughout the nursery which means they can support children well.
- Planning for all children's learning effectively takes account of their individual progress rates and abilities, to help them reach their full potential.
- Arrangements for children moving on to the school are well organised so they are keen and confident to start.
- Children are encouraged to choose what they do and where they do it so good use is made of the outdoor area.

It is not yet outstanding because

- Some opportunities to talk about comparing are overlooked to help children understand and recognise number values.
- Staff opinions are not sought as part of the evaluation process to assess the effectiveness of nursery practice and improve the outcomes for children.

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

- Throughout the inspection the inspector observed activities and staff interaction, both indoors and outside.
- The inspector spoke to staff and management while taking into account the needs of the children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, accident records and improvement plans.

Inspector

Jill Steer

Full Report

Information about the setting

West Rise Nursery and Out-of-School Club has been registered since 2005 and is managed by West Rise Infant School in the Langney area of Eastbourne. The nursery and out of school club operate from the purpose built children's centre situated within the school grounds. All children have regular access to a fully enclosed outside play area. The nursery is open each weekday from 8.45am to 11.45am and from 12.15pm to 3.15pm during term time only and some children attend for the whole day. The breakfast club and after school club are both open during term time with morning sessions from 7.50am until 8.50am and from 3.15pm until 6pm.

There are currently 67 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff, five of whom hold appropriate early years qualifications to at least NVQ level 3. The nursery provides funded free early education 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:

- consider ways to extend opportunities for children to match and compare numbers to support their mathematical development further

- strengthen the process for evaluating practice and improving outcomes for children by taking into account the views of staff.

Inspection judgements

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

Children make good developmental progress because the staff plan well for their individual learning. A comprehensive system of assessment, observation and planning takes account of each child's learning style and starting points. Staff observe children and record their achievements using descriptions and photos for evidence. They effectively use the information to track each child's progress across all areas of learning, so they can identify how best to move children on. Staff organise small group activities for children at similar stages in various areas of learning. For example, they may have groups of children needing support with numbers or staying engaged and concentrating during story time.

This means children's individual learning and development needs are focussed on clearly, including those identified as being more able. Staff complete progress checks for all two-year-old children to identify any gaps in their learning and put in place additional support at an early stage if it is necessary. Planning is therefore effectively devised to guide staff in how to provide suitable challenge for each child. They are skilled at knowing when to observe and when to intervene to offer support or guidance. The quality of the teaching has a direct impact on what the children are learning. Staff skilfully engage with children and encourage their investigation and imaginations. For example when children are running around the garden pretending to be pirates, staff join in and suggest they use cardboard tubes as telescopes to look for other pirate ships on the horizon. Sometimes they progress to making maps and marking 'X' on the ground.

Children move freely around, choosing where they want to be. Staff encourage them to transport resources between indoors and outside according to what they are doing. The planning incorporates themes which direct the adult led activities and children's interests are regularly intertwined. For example, during the topic of 'under the sea', looking at what creatures live there, children might also look at the type of places their favourite dinosaurs might live. Many activities and groups sessions focus on language and phonic sounds through the nursery's use of the 'Every Child A Talker' initiative. Staff ask children to identify a range of objects for example that begin with the sound 'k'. They learn that 'keys', 'kangaroo' and 'king' begin with 'kicking k' but 'cat' and 'car' begin with the letter 'c'. Many children are competent using the computer. Staff need to provide little support once they have shown them how to open and close programs but are always on hand if support is needed. Children click and drag weights on to scales and the computer tells them that '10kgs are too heavy to balance, choose again'. This introduces some aspects of mathematics and staff routinely use positional language and count. However, sometimes they do not elaborate on number activities to help children make sense of them. For example, when children print on a cut-out octopus, staff say it has eight tentacles, and in a group children clap hands up to 10 and back. Staff do not compare or look at the number eight or clap the corresponding number to the count. Parents are invited to be actively involved in children's learning. They see their learning journeys regularly so they know the progress they are making and help children look around at home to find things that begin with the letter of the week. This really helps consolidate the learning for children and helps them become active learners.

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

The one large space the nursery occupies is well organised and resourced. Children of all ages share the space and quickly become confident to move around and play together. Staff are always nearby to offer support, divided between the inside and outdoor areas to maintain ratios. They sometimes accompany children to help them transport resources where they want to use them, encouraging their creativity and independence. Each child has a key person who helps them settle in and builds a special relationship with them and their family. This helps them feel safe and know there is someone they can trust. Staff role model calm and respectful behaviour, they are polite and consistent in their management of children. They are constantly observing children so are aware of what

they are doing and able to reduce many incidents before they happen. For example if children are unaware of the possible risks such as inviting children to pull them when they are climbing. Staff explain the repercussions which helps children find alternative ways to do things. As a result, children behave well and disagreements are few. Children make good friendships and play happily together, cooperating and negotiating. For example a group of children work together to construct a system of drain pipes and trays which they put boats and fish in and wash down with buckets of water.

Some children prefer to learn outside. They spend much of their time being active and enjoying the fresh air. Staff help children recognise how weather may affect their body. For example when it is hot they ask children if they need a drink. Some children initially say no but after brief hesitation recognise they are thirsty and take a drink of water. Children's snacks are healthy, fresh fruit and vegetables. Some children bring their own packed lunch to eat and staff provide guidance on including healthy options. Children grow a selection of vegetables in their own outdoor space which they enjoy harvesting and tasting. This teaches them what makes crops grow and what they taste like to encourage healthy eating. The staff effectively prepare children for their move to school. Many attend the school on the site so they can visit and get to know the building and teachers before they go. Teachers visit the children in the nursery and staff read stories and talk about school often. As a result children are eager and confident to move on to the next stage in their learning.

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

The staff team are well established and experienced. They understand their role in meeting the safeguarding and welfare and learning and development requirements in order for children to reach their full potential. Staff performance is monitored annually and training provided to enhance their existing skills and knowledge. For example some staff update their first aid training so they can manage children's injuries and follow the correct procedure for recording and reporting accidents. All new staff complete a thorough induction so they are clear about expectations and all the policies and procedures. This contributes to the consistent practice and care the children receive. The management of the nursery take responsibility for monitoring the assessment and planning systems for children's learning. Management evaluate the nursery both independently and as part of the whole school. They put improvement plans in place to consistently maintain and improve the provision, striving for excellence. Parents' views are welcomed and they are asked to complete a questionnaire with their comments each year. However, the views of the staff are not considered as valuable contributors to the reflection and evaluation process.

The staff value parents as partners in children's learning. They keep them informed of what is happening in the nursery and with their children through newsletters, discussion and an informative notice board. Staff work with parents and other professionals such as speech and language therapists so children have any additional support they may need with their development. Most staff have additional roles such as first aiders, special

educational needs coordinators and safeguarding. All staff attend training in child protection so they can recognise when a child may be at risk of harm and can follow the correct procedure to report their concern. This helps safeguard children's safety and welfare. Staff understand the importance of keeping clear records of incidents and the value of working in partnership with all those involved in the care of the 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 | EY300297 |
| Local authority | East Sussex |
| Inspection number | 926424 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 30 |
| Number of children on roll | 67 |
| Name of provider | West Rise Community Infant School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 01323 764062 |

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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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