

Southover Nursery School

Southover Church Hall, St. James Street, LEWES, Sussex, BN7 1HR

Inspection date	11/09/2013
Previous inspection date	Not Applicable

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		2
The contribution of the early years provision to the well-being of children		1
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 active learners and staff give high priority to the development of children's language skills. As a result, children make good progress across all areas of their learning and development.
- Care and learning is consistent for all children because the nursery team engages exceptionally well with parents and carers. Staff value highly the important role parents/carers play in their child's on-going care, learning and development.
- All children are warmly welcomed and fully included in the life of the provision. They are respected as individuals, treated with kindness and their emotional security is given extremely high priority. Relationships with the practitioners are warm and nurturing.
- Management carefully monitors the whole provision; including the quality of teaching. As a result, staff meet children's learning and care needs well.

It is not yet outstanding because

- Written print in the form of names and labels is less evident in the outdoor learning area to further extend children's early reading skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main play room and the outside learning area. .
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector also took account of the views of parents spoken to on the day and through their written comments in questionnaires.

Inspector

Shan Jones

Full Report

Information about the setting

Southover Nursery School opened in 2004 and re-registered under the current, private, ownership in 2013. It operates from a church hall in the Southover area of Lewes, East Sussex. Children have access to an enclosed garden. The nursery school is open each weekday from 8.30am to 12.30pm during term time with extended sessions on Monday and Wednesday until 3pm. There are currently 46 children on roll in the early years age range. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are eight members of staff, seven of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend opportunities for children to become familiar with words and letters in the outdoor area by using signs, notices and labels.

Inspection judgements

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

Staff gather useful information about children's care and learning before they start at the nursery. They carry out an initial assessment of children on entry to enable them to plan children's next steps in their learning. They provide interesting and challenging activities and experiences that meet the individual needs of all children well. The educational programmes have depth and breadth across the seven areas of learning, which ensures children are motivated and eager to learn. Staff frequently observe children's learning and clearly record their findings in children's individual learning folders. They use the information obtained successfully to complete thorough assessments of the individual progress children make. Staff also complete the progress check for children aged two years and give parents a summary report.

All children can join in with a good range of activities because the nursery promotes an inclusive environment. Staff use good quality interactions and open questions to encourage children to think further and enjoy language. Children enjoy the well-equipped book area. They sit with staff to listen to familiar stories and anticipate with pleasure what happens next. Although, children are learning to enjoy books, they see fewer examples of words in the outdoor area, to show them how words can be used in fun ways to convey

meaning. Staff clearly understand that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. They motivate children's interests effectively by joining in their games and showing their enthusiasm and interest. For example, at group time children proudly show their instruments to one another and demonstrate to their friends how to play the trumpet. Staff extended their enthusiasm and passion by creating music notes. Children make choices about how they spend their time and how they use the available materials. They happily explore different media, such as glue, paint and dough as they develop their creative skills. Adults support children effectively as they sit together at the computer. Staff provide many varied types of imaginative play to help children extend their learning and they spontaneously adapt activities to children's emerging interests. For example, children are busy in the 'coffee shop' serving customers. Staff are on hand to join in with children's play and support their learning.

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

The excellent key person system in the nursery helps staff to know children and their families extremely well and can support their learning and development. Staff have an assured knowledge about children, even when very new to the setting. All children show a strong sense of belonging within the provision. Staff are kind, attentive and have a warm rapport with the children. They provide children with calming experiences throughout the day, such as small group story time where children can rest and listen quietly. Children's health is very well promoted and there are clear and consistently applied systems in place to protect them from infection. Excellent systems are in place to inform staff of any health or dietary issues the children have and thorough records are kept of accidents and all medication administered. From an early age children understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. Behaviour is excellent. Children are helped to understand what acceptable behaviour is and that to share and respect each other is important. Staff refer children to the 'tree of kindness' where they place an apple when they have done a kind act. Children beam with pride when their efforts are rewarded. They develop strong self-care skills and are very independent. Children take responsibility for putting toys away and generally clearing up after themselves.

The resources are extremely varied and stimulating and the staff provide expert support to equip children with excellent skills for their next stages in their learning. The easy accessibility of the resources and the ability to move freely between the indoor and outside environment significantly supports the children's all-round learning and development. Children enjoy riding on toys, balancing on steps and navigating their way up and down the climbing frame. Children have a wealth of opportunities to explore the natural world outdoors as they play in wigwams and use sticks and logs to light pretend fires safely.

Children's individual needs are very well known because staff work exceptionally well with parents. This approach ensures the transition from home to nursery is smooth, resulting in children settling easily and happily. Parents have opportunities to speak to practitioners at

the end of each day to talk about their child's well-being and achievements. Partnerships with parents and other professionals are fully in place. This ensures that children's individual learning and welfare needs are met and that children are well prepared for the next steps in their learning. They are supported in their transitions as they move onto school.

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

There is a good awareness of safeguarding issues among all staff in the nursery. Staff have a secure knowledge of child protection issues and confidently discuss the procedure to follow should any concerns arise. Robust recruitment measures are in place with all relevant checks carried out prior to staff starting at the nursery. A detailed induction supports staff to understand their responsibilities. As a result, staff are knowledgeable of their role and demonstrate professionalism. The manager maintains a good overview of the curriculum and all staff demonstrate a strong understanding of their responsibility to meet the Statutory Framework for the Early Years Foundation Stage requirements. The manager works directly with staff and children and monitors the quality of practice effectively. This is reinforced by more formal monitoring systems such as tracking children's progress. The manager also monitors the on-going suitability of all staff effectively through regular meetings and appraisals. These procedures promote children's safety and the quality of provision well. Staff work well as a team. They are knowledgeable and enthusiastic and demonstrate a good level of commitment to further training.

Parents and carers receive extensive information about their children's progress and achievements in a variety of ways. Information displayed on the notice board, regular newsletters and frequent parents' meetings, provide an abundance of useful information to keep parents fully informed about the nursery. Parents are consulted regularly through discussion and questionnaires about the service to help practitioners consistently meet children's individual needs. Staff are alert to the early development signs, which may highlight a need for additional support in a child's learning. They have secure procedures in place to seek expert advice from other professionals. This ensures that appropriate interventions are secured and children with special educational needs and/or disabilities receive the support they need. For example, focused targets are set to help children progress in their learning and development and one-on-one teaching support is provided. Successful links have been established with the local schools and other providers who provide early years education. Self-reflection on practice is good and helps to improve all aspects of the provision. This is because there is a strong drive to maintain the good levels of achievement. Robust attention to reviewing and updating all documentation and procedures ensures that all of the requirements for the Statutory Framework for the Early Years Foundation Stage are well met. Regular reflection and self-evaluation assist the staff team in continuing to make improvements to an already good service provided for the children and their families.

The Childcare Register

The requirements for the compulsory 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	EY459966
Local authority	East Sussex
Inspection number	905590
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	46
Name of provider	Sara Kathryn Hall
Date of previous inspection	not applicable
Telephone number	01273486435

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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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