

Northiam Nursery

Northiam Primary School, Main Street, Northiam, Rye, East Sussex, TN31 6NB

Inspection date

25/06/2013

Previous inspection date

19/11/2008

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- The daily routine and organisation of some activities, particularly group time and lunch time are not planned around children's needs, resulting in younger children becoming bored and disruptive at these times.
- Systems to monitor and coach students are weak meaning inconsistencies in their practice have not been identified or addressed. Self -evaluation is ineffective in identifying weakness in practice.
- Not all new parents know the name and have contact with their child's key person in order to build a relationship with them and ensure their child settles quickly.
- There are missed opportunities for children to improve their skills in some areas of mathematics.

It has the following strengths

- Staff extend children's language well as they talk to them regularly, using open-ended questions to make children think about their responses.
- Children are able to play inside or outside throughout the day, enabling them to make their own choices about where they would like to learn.
- Effective partnerships have been formed with the local schools and outside agencies to ensure children receive appropriate support.

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 interactions between staff and children in both the inside and outside environments.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked suitability and qualifications of the staff.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Janine Scott

Full Report

Information about the setting

Northiam Nursery registered in 2008. It is one of two provisions run by the same committee. The nursery operates from a self-contained unit within Northiam Primary School, Northiam, East Sussex. Children have access to a secure, enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 34 children in the early years age range on roll who attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for children aged three and four. The nursery operates between the hours of 9am and 3pm, Monday to Friday, during term times only. There are five staff employed at the setting with a minimum of three present each session. All of the staff hold an appropriate early years childcare qualification. The nursery receives support from the Rural Children's Centre (in Rye), the local authority, the school and Battle and Bexhill Under 5's Association (BUFFA).

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's individual needs are met at all times, with particular regard to lunch and group times
- ensure parents and/or carers are informed of the name of their child's key person, and explain their role, when a child starts attending the nursery
- ensure all staff including students who have contact with children are effectively supported, coached and trained and understand their roles and responsibilities, in particular with regards to the way they manage children's behaviour
- foster a culture of continuous improvement by developing self-evaluation systems in order to identify weaknesses in practice

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

- enable children to build on their mathematical skills by providing more opportunities for them to see written numbers in the environment.

Inspection judgements

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

Children's needs are not being adequately met at all times of the day. In particular, the daily routine does not always meet the needs of all children who attend as they are sometimes kept in large groups for long periods at lunch time. Shortly after children arrive and they are involved in play, staff call them to a large group time to discuss the weather and date. This session is poorly managed and, as a result, does not engage all children. As a result some children, particularly the younger ones, become bored and their behaviour deteriorates, disrupting the older children's learning. Staff then have to step in to move the younger children away.

The nursery is bright and welcoming and staff set up the room by providing adequate resources in most areas of learning. As a result children are able to make adequate progress. However, although they use mathematical language frequently during the day, counting with children and talking about groups of objects, there is a lack of written numbers on display in the environment for children to recognise and compare. Children develop their independence as they can choose from a range of resources on low-level shelving and drawers, which lets them make choices about what they wish to play with.

Staff support language development adequately by role modelling and asking open-ended challenging questions that require children to give more than a one word answer. This encourages children to think before they respond, developing their communication and language skills. Staff read to small groups of children throughout the day using props to expand on children's experiences. Staff teach children to be aware that print carries meaning and recognise letters by, for example, getting children to find their names at snack time. This encourages their early literacy skills. Staff provide children with activities that follow their interests to engage them in their learning. For example, by extending children's interest in worms by taking them to look for worms in the mini beast garden.

Children have sufficient opportunities to lead their play inside or outside as they are able to go out whenever they choose because the door to the outside area stays open for the whole session. The outside area provides appropriate opportunities for children to learn. It has a variety of equipment for children to develop their large muscles, for example bikes, large bricks, planks of wood and a large sand pit to dig in. Some children choose to play monsters in the jungle themed area, and staff read stories introducing new words for the peacock feathers such as 'tickly'. However before lunch time children are called to another large group time where a story is read and a 'show and tell' session and singing takes place. Children wash their hands for lunch during this session which does not value the activities taking place as they miss some of them. Children are kept as a whole group for lunch in the school hall, with long periods waiting passively between courses. This causes children's behaviour to deteriorate and does not meet their needs.

Staff observe children's play and their abilities sufficiently, using these observations to monitor and track children's progress across all areas of learning. These observations are kept in a learning journey along with photos and children's work forming an accurate

record of achievement that is shared with parents. Staff complete the required two-year-old checks to inform parents of their children's strengths and any areas for development in order for them to seek additional support if required.

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

Permanent staff teach the children rules and boundaries and how to keep themselves safe. However, behaviour management is inconsistent because students working in the nursery have not received appropriate coaching and mentoring and, as a result, they are not always fully familiar with the nursery's behaviour management policy. For example, they fail to tell children the reason they cannot do something and the impact of their behaviour on the safety of themselves and their peers. Overall, children form good friendships with other children and play happily together for most of the session. However, this is not always the case during large group activities, which impacts on children's emotional well-being.

Snacks are healthy and nutritious, encouraging children to develop healthy life styles. Staff encourage children to spread their own spread on crackers and pour their own drinks, supporting their growing independence. Children are encouraged to develop their self-help skills by washing their own hands but on occasions staff automatically wipe their noses for them, which does not encourage children to be fully independent. Children learn to keep themselves safe, for example, during hot weather they know to ask staff to put sun cream on them when going to play outside. They are taught about the importance of sharing and taking turns, developing good social skills as they use egg timers to share and take turns on the bikes.

Children build close relationships with their key person. This helps children to separate confidently from their carers when they arrive and begin to play immediately. Staff are kind and caring towards the children, which helps them to feel safe and secure. Children demonstrate this as they cuddle up with staff when being read to. More recently a co-worker system has been introduced to support children's emotional needs in the absence of their key person. However not all new parents are aware of who their child's key person is and as a result useful information has not been shared. This is a breach of a legal requirement.

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

Leadership and management of the nursery are inadequate. There are weaknesses in the way that students are inducted, monitored and supervised, which results in inconsistent behaviour management practice. Managers have also failed to monitor the educational programme sufficiently well to identify that some children's needs are not met during group times. These are breaches to specific legal requirements.

All staff have had their suitability appropriately checked. Clear records, containing all

necessary paperwork, to ensure safe recruitment including taking up references are kept. All staff are suitably qualified and staff folders contain evidence that they are suitably vetted to work with children. The manager conducts appraisals and identifies appropriate training needs for permanent staff, which form part of individual training plans to ensure continued professional development. An up-to-date self-evaluation is in place and involves all stakeholders. As a result, action plans have been written which clearly lay out plans for the future with success criteria and outcomes for children. However, self-evaluation has failed to identify the weaknesses in coaching and mentoring and the breaches of legal requirements.

Staff working with the children have an acceptable knowledge of safeguarding and promoting safety within the environment. They have all attended training and can confidently discuss how they would deal with different situations. All statutory policies are in place. The manager keeps these up to date and makes them available to parents so that they are aware of the nursery's procedures. Acceptable risk assessments are in place and as a result, daily checks that need to be completed to minimise risks to children are in place.

Parents are happy with the nursery and report how content and settled their children are. They have been involved in questionnaires evaluating their experiences and feel staff support their children well. As a result of parental feedback a 'wow' star was introduced for parents to share children's learning from home allowing staff and parents to work together.

Positive partnerships have been formed with the local school and outside agencies. The children enjoy visits to the school joining in various events and the reception teacher makes regular visits, which help prepare children adequately for their move to school. The involvement of outside agencies ensures that all children who require extra help are appropriately supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY375090
Local authority	East Sussex
Inspection number	844394
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	34
Name of provider	Beckley Pre-School and Northiam Nursery Committee
Date of previous inspection	19/11/2008
Telephone number	01797 260582

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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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