

# Jenny Wren Nursery School

Greenfield Methodist Church, Greenfield Road, EASTBOURNE, East Sussex, BN21 1JJ

<b>Inspection date</b>	27/11/2013
Previous inspection date	24/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 very good at giving children descriptions and explanations of what they are doing to reinforce their learning.
- Staff give children lots of praise and encouragement so they persist at activities and have pride in their efforts.
- Planning reflects what children are interested in so they are keen to take part and enjoy learning.
- Staff keep the children safe by completing risk assessments and helping them to manage their own safety.

### It is not yet outstanding because

- Although children see text in labels around the pre-school, staff do not model writing for them in the style used by the local school to support their preparation for school.

## 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 both indoors and outside.
- The inspector had discussions with parents, staff and management.
- The inspector sampled a range of documentation including children's records, policies and procedures.

## Inspector

Jill Steer

## Full report

### Information about the setting

Jenny Wren Nursery School registered under the current, private ownership in 2007. It operates from one room in the Greenfield Methodist Church in a residential area of Eastbourne, in East Sussex. Children have access to an outdoor play area. The nursery is open each weekday during term times from 9.15 am to 12.15 pm.

There are currently 13 children aged from three years to under five years on roll. The nursery currently supports a number of children who speak English as an additional language. This nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery school employs five members of staff. Of these, two hold appropriate early years qualifications to at least National Vocational Qualification level 2. Three members of staff are qualified teachers. The pre-school provides funded free early education for 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:

- enhance the educational programmes for literacy and physical development by modelling the writing style used at school to support children's learning in preparation for school.

### Inspection judgements

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

Children enjoy a broad range of activities and experiences that make learning interesting and fun. They are supported well by staff who continually talk with them to pose questions and introduce new language. Staff understand when it is the right time to join in with children and when to leave them to investigate a resource for themselves. The staff base planning upon what the children are interested in so it evolves throughout the day and the week to meet their changing needs and interests. Each day's activities influence what will happen the next day so children constantly re-visit activities and staff effectively help extend what the children learn so they make progress. For example, when children were interested in what happened in the compost bin, staff removed the lid so children could use magnifying glasses to examine the contents each day and see how it changed. Children enjoy exploring the outdoor area to hunt for bugs under plants and in cracks, or to be energetic in their physical play. They find little creatures and explain that the woodlouse is curled up to keep himself dry and that he looks much bigger through the magnifying glass.

Staff model appropriate language such as mathematical terms of size and quantity and encourage children to estimate and predict. For example how many sea creatures they think they have fitted into their nets in the water. Children make many decisions about what they do and how to do it so they gain confidence and independence. Staff give them options and relevant information to help them, such as which prints better, the stamp or the potato. Children see text in many forms, such as books, labels and displays and those who are interested begin to write their own names. However, staff do not model or use the writing style of the school children will go to, to help them be ready for school and the way they will learn to write.

Parents are involved in children's learning from the day they start at the pre-school. They share information about what their children like and are able to do already to enable staff to know children's starting capabilities in different areas of learning. Staff update this information for each child as they record observations of what they are achieving. They regularly share the learning journeys that are used to record children's progress with parents. As staff identify the next steps to help children progress in their learning and development, these too are shared with parents so they can support their child's learning at home. Staff's good knowledge of child development means they record relevant observations of what children have achieved and help them make good progress by identifying suitable next steps. For example encouraging independence skills, developing communication or becoming more aware of their feelings and sharing. Most planning is based on what children are interested in, combined with special celebrations and events such as Christmas. Activities are therefore interesting for children so they become involved, achieve well and become motivated to learn.

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

The one room the pre-school use is homely and welcoming so children settle well and feel safe. They form very good relationships with their key person and the whole staff team, so they are happy and confident to approach any member of staff. The staff are calm and supportive and their advice and guidance helps children learn how to keep safe and behave well. For example, staff teach them how to handle scissors safely and to consider the feelings of others.

Behaviour reminders are put up on display on the wall stating 'please be kind and gentle' and 'please listen to each other' to help staff reinforce behaviour expectations with children. Staff acknowledge children's efforts to do things so they try hard and feel good about themselves. For example, staff praise the children with comments such as 'well done, I can see you tried very hard to do that'. Children are treated as individuals and respected as such so all their care needs are well met. For example those children who are still toilet training are supported appropriately and all children are helped to become independent in their self-care. This helps children as they prepare for the move on to school so they are able to put on their own coats and shoes and open their lunch containers without help. Staff discuss going to school with children so they know what to expect as it is quite different to the small pre-school. Children enjoy healthy snacks and

play outside every day as part of learning to enjoy being healthy. Whatever the weather they play outside so they can be active as long as they are dressed appropriately. Both the indoors and the outside areas are well resourced and children can help themselves to things that are organised according to the type of activity. They can help themselves to resources so they can make their own choices and play independently.

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

The small staff team are experienced and well qualified. They have a very good understanding of how to motivate children to learn and provide a broad range of learning experiences that provide just enough challenge for them. Management are involved in the planning so monitor it first hand to assess the effectiveness of the learning outcomes for each child. Staff attend many training courses to update their knowledge and continue to develop their own professional skills. They receive regular supervision and annual appraisals to monitor their performance and identify training needs that will have a positive impact on the outcomes for children. All staff have been vetted for their suitability to work with children and some have completed training in child protection to support them in their safeguarding duties. There is a very clear policy that guides staff in how to recognise signs that children may be at risk of harm and how to record and report those concerns to safeguard the children. Some parents spend time in the pre-school helping staff and children so they get to see first hand what the children are doing.

Partnerships with parents are very good and staff share information with them in many ways. They talk every day when children arrive and are collected, there is a regular newsletter and information is put up on display around the pre-school. Staff value the views of the parents and ask for feedback right from the beginning when new children have settled in to help them drive improvement in the quality of the pre-school provision. Parents are keen to share their positive views of the pre-school and particularly like the small, homely size and the experience of the staff. Staff develop partnership working with other carers of the children such as childminders and other professionals who may be involved in supporting children's development. This helps support consistency and continuity of care and learning and to meet any children's specific needs. The pre-school management and staff team regularly reflect on their practice to see how they can make any changes to continue to provide the best care and learning they can for all children who attend.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY343241
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	925673
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Greenfield Methodist Church Council Committee
<b>Date of previous inspection</b>	24/11/2011
<b>Telephone number</b>	01323 487782

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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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