

# The Nursery School

All Saints Church, Church Road, Crowborough, East Sussex, TN6 1ED

<b>Inspection date</b>	26/02/2014
Previous inspection date	30/11/2009

<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 effectively use the routines and resources to promote the learning and development of the children.
- Staff effectively build on children's interests to provide age appropriate resources to extend their learning and development.

### It is not yet outstanding because

- There are fewer resources to further develop and improve children's mark making skills
- Children's independence and physical development skills are not fully supported during everyday activities.

## **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 children during their play and daily routines.
- The inspector viewed documentation and policies.
- Discussions were held with the manager.
- Discussions were held with parents.

## **Inspector**

Joanne McBride

## Full report

### Information about the setting

The Nursery School registered in 2001. It is privately run and operates from a church hall in Crowborough, East Sussex. The nursery has the use of two rooms and all children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 09:00am to 3.00pm during term time only. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children aged from two to under five years on roll. Children attend for a variety of sessions. The nursery school supports children with special educational needs and/or disabilities and supports children who speak languages other than English. There are 11 staff who work with the children and of these, eight staff hold appropriate early years qualifications and three staff are unqualified.

### What the setting needs to do to improve further

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

- provide a range of resources to further develop and improve children's mark making skills
- extend children's independence and physical development by providing supervised opportunities to cut fruit independently.

### Inspection judgements

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

The quality of the educational programme and teaching is good. Staff and children interact well with each other. Staff use good observation and assessment methods to identify individual needs of children and plan appropriate activities for the next stage of development and learning. Daily and weekly planning include interests of individual children. Information is used well to chart children's next steps in their learning and to underpin planning aims. This ensures any gaps in children's learning can be quickly identified and planned for. The educational programmes cover all seven areas of learning. Staff provide children with stimulating, well organised and challenging resources to promote learning. For example, the book area is welcoming and children have easy access to books in a comfortable environment. As a result, children choose books independently throughout the session. During story time, staff encourage children to join in telling the story, for example and provide opportunities for children to predict what is going to happen. Children's problem solving skills are well supported by staff during hide and seek games, for example. Here staff give directions to find objects telling the children how many to find and whether they are near or far from objects This involves children in a

positive way and supports their developing critical thinking and problem solving skills.

Throughout the nursery resources are stored at a low level, enabling children to access them independently. This promotes children's choice and decision making skills. Children have access to pencils, crayons, pens and paper to encourage mark making, however this resource is underutilised and not integrated fully into the curriculum. Staff actively include children in the planning of resources and activities. For example, during the session staff ask children what they liked playing with and why. This encourages children to fully participate in plans for what is on offer and supports their growing confidence and personal development.

Staff consistently support children's communication and language development by introducing new vocabulary during play activities, and by offering good open-ended questions. For example, during outside play staff and children discuss different types of animals, where they live and how to catch them. Staff work well with parents to meet the needs of children starting nursery. Parents are encouraged to stay with their children at taster sessions to discuss children's individual needs, interests and backgrounds. Staff effectively use the information parents provide to support children during their transition to the nursery. Parents say they are regularly informed of their child's progress and are actively involved in their learning and development.

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

Effective key person systems in place support children's care and wellbeing and help them to settle. Key persons develop strong partnerships with parents and their individual children. When children start nursery, parents complete a Parents Voice form and child information sheet. This enables staff to understand and cater for the individual needs of children and to ensure children's routines at the nursery reflect those at home.

Staff effectively support children to develop a good understanding of the importance of a healthy lifestyle. During snack time children are offered a range of fresh fruit, breadsticks, milk and water. Staff encourage children to talk about and recognise different types of food that are healthy to eat, types of food, texture and taste, for example, The children are encouraged to pour their own drink but not to cut their own fruit. This is a missed opportunity to promote independence and physical development through everyday activities. Staff provide a variety of opportunities for children to experience physical play both indoors and outdoors. Children use and benefit from a wide range of resources including the parachute, a variety of wheeled toys and the climbing frame to develop confidence and agility. Staff take opportunities to integrate teaching at these times, for example, by extending the parachute game to include counting..

Staff effectively support children through regular discussion about how to be safe within the nursery. For example, at the Tap-a-shape activity, staff and children discuss the importance of sitting down at the table when using the hammer and nails. Children behave well at the nursery. Staff are good role models and provide children with clear guidelines about acceptable behaviour. For example, during circle time staff effectively

support personal, social and emotional skills by discussing the rules of nursery. Staff and children talk about being kind to each other, taking turns and saying please and thank you. This, together with children's increasing independence skills support them well in their transition to their next stage of learning.

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

The manager and staff have a thorough understanding of the welfare and learning and development requirements and how to promote them. This means that children are cared for consistently and that they progress well towards the early learning goals. The nursery works well because there is very good teamwork, staff listen to children's needs and they liaise with parents well. All areas of the curriculum are delivered with success, with more emphasis on personal, social and emotional skills, physical development and communication and language in order to provide a strong foundation to learning. Staff have a clear knowledge and understanding of safeguarding procedures and what to do if they have a concern about a child in their care. Strong recruitment and vetting procedures of staff comply with statutory requirements. All staff have checks in place that demonstrate their suitability to work with children. The nursery has a thorough risk assessment undertaken which is reviewed annually and ensures the premises is safe for children's use.

Managers ensure that what staff do is regularly monitored to ensure consistently good practice. They identify staff training needs during appraisals and staff meetings and assess the needs of the children to identify which training staff should attend. There is a strong self-evaluation system in place which results in a clear understanding of the strengths of the nursery. Self-evaluation is used to maintain continuous improvement. For example, to extend children's learning and development the manager is arranging for a music group to come to the nursery on a regular basis. Staff are developing procedures for transition well. With parents' permission, they liaise with local primary schools and share relevant information to support children's transition from the nursery to school. Reception teachers are invited into the nursery to meet the children before they start school and this supports children's continuity of care and learning.

### **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>	156376
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	841988
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	43
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Jacqueline Bannister
<b>Date of previous inspection</b>	30/11/2009
<b>Telephone number</b>	07879816192

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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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