

# Easebourne Childcare

Easebourne CEP School, Wheelbarrow Castle, Easebourne, Midhurst, West Sussex, GU29 9AG

<b>Inspection date</b>	03/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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 have an excellent understanding of how children learn. They use a range of teaching strategies skilfully to progress children's learning.
- Children thrive and show a strong motivation to learn as they actively engage in learning through play that interests and stimulates them.
- Children have excellent relationships with staff and one another. Their behaviour is exemplary and they play exceptionally well together.
- The leadership and management of the provision is good and they have clear aims for future development. They organise the provision well to provide children with positive learning experiences within a happy, nurturing and stimulating environment.

### It is not yet outstanding because

- The provision has no formal procedure to assess ongoing staff suitability in support of their existing good safeguarding practice.

## 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 spoke to parents, staff and children.
- The inspector observed children's play both indoors and outside.
- The inspector sampled documentation, including children's learning records and the provision's self-evaluation.
- The inspector discussed practice with the management of the provision.

## Inspector

Catherine Hill

## Full report

### Information about the setting

Easebourne Childcare first registered in 2001 and re-registered in 2013 following a move to new premises. Easebourne Childcare incorporates Early Days Nursery and Easebourne Owls Out-of-School Club. The premises are within the site of Easebourne Primary School and consist of three play rooms, a communal area and a fully enclosed area for outdoor play. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday from 8.00am to 3.00pm during term time. The nursery offers sessional and full day care for babies, toddlers and pre-school age children. The nursery employs two managers. There are seven qualified staff in total. There are five staff with qualifications at level 3, one qualified to level 5 and one of the managers has Early Years Professional Status. The out of school club provides wraparound care and is open from 8.00am and closes at 5.30pm, term time only. A holiday club also operates for three days a week during school holidays from 8.30am to 4.30pm. Easebourne Childcare supports children with English as an additional language and those with special educational needs and/or disabilities. It receives funding for the provision of free early education to children aged two, three and four years. There are currently 54 children on roll in the early years age range.

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

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

- enhance safeguarding practice by devising and implementing a formal procedure to assess the ongoing suitability of staff to care for children.

### Inspection judgements

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

Staff work effectively as a team to provide children with high levels of support with their development. They have a secure understanding of how children learn and maintain excellent detailed learning records for all children. Ongoing observations of children allow staff to maintain an accurate assessment of each child's development. Children make rapid progress with their development as staff focus on any identified gaps in learning and take action to address them. Staff recognise children's individual learning characteristics and plan for children based on their identified interests. Parents confirm they feel involved with their child's learning, receive lots of information about it and that any concerns they may have are dealt with immediately by staff. Parents provide staff with detailed information about children's starting points and staff share children's learning focus sheet with them. Staff complete detailed written progress checks for two-year-old children once they have settled into the nursery.

Children have a fantastic time and thoroughly enjoy themselves as they actively engage in purposeful play. They take part in an extensive variety of activities, which promote learning in all areas. Children take ownership of their learning as they initiate play with their friends. For example, they decide to play hide and seek indoors and outside, they work cooperatively together using the large wooden building blocks to make props for their imaginative pirate game. They understand the vocabulary associated with pirates and talk about how they are 'swashbuckling' and going to 'walk the plank'. Staff are excellent at extending children's learning, using opportunities as they arise during activities, for example, to ask questions to make children think. Children sit sociably together as they mould dough to match the shapes on a laminated number picture sheet. Staff demonstrate how to roll the dough to make a snake shape and children take note before successfully trying themselves. They make four shapes to match the number on their sheet and, proud of their achievement, say to all around them, 'I've made my snakes'. Children then accurately count the shapes and staff reinforce their understanding of comparative language as they ask children which is the biggest and smallest snake. Children answer correctly before confidently adding, 'and that's the shortest'.

Staff foster children's interest in literature as they sit and read stories to them. They encourage children to turn the pages in the book and talk to children about the pictures to engage their interest. Children are very confident and sociable and keen to share their achievements with others. For example, they turn and say, 'Look what I've done!' proud of how they have made three sets of two magnets, which they then accurately proceed to count. Children demonstrate an understanding of technology as they work together to complete activities using the interactive whiteboard. They show knowledge of the seasons as they move items of clothes to those worn in hot and cold weather. Children move, for example, a scarf and woolly hat to the cold weather set and others clap and say, 'well done' as they spontaneously celebrate their friends' success.

Children demonstrate their problem solving skills as they play at the sand tray with staff. They look for letter shapes in the sand and staff suggest that they find the shapes, which match the letters in their name. Children know the letter sounds and find some of the correct shapes before showing staff that they can make a letter 'T' by joining an 'I' shape to a number one shape. They enjoy creative activities and take part in painting, drawing and making collage pictures. As well as an extensive variety of play and learning opportunities inside and in the outdoor area, staff also plan outings, for example, to a fire station and garden centre, to increase children's understanding of the wider world.

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

A successful and well-established key person system is very effective in enabling children to form secure attachments within the nursery, thereby supporting their emotional well-being. Settling-in procedures allow parents and children to develop positive relationships with their child's allocated key person. Staff and children get to know each other well, with parents sharing family photographs and each child receives a laminated card with their key person's photograph and name on, which they can keep at home. Children settle immediately on arrival in the nursery. They have their own named drawers and their

photographs are on display, which effectively develops their sense of belonging in the nursery. Staff organise nursery life so all children, including those with special educational needs and/or disabilities, can take an active part in sessions. The nursery is set within the early years unit of the school and nursery children have daily opportunities to free-flow with the school reception class and into the outdoor play area. Children, as appropriate to their age, have their lunch in the main school hall so have excellent opportunities to become comfortable in the main school environment. Children benefit from being in the spacious, well-organised environment as it allows them to move around and play safely with their friends. They independently access a wide range of activities and resources which support their all-round development in readiness for their move into main school life.

Children have excellent relationships with staff and one another. They play exceptionally well together and their behaviour is excellent. They demonstrate good manners, for example as they politely ask to get down from a table activity, and understand right from wrong. At key group activities they sit patiently and listen to others talking before taking their turn to share their news. Children have a good understanding of a healthy lifestyle. They follow routine hygiene practice as they wash their hands before a healthy snack of different fruits, cheese and crackers. Children put their coats on before going out to play in the fresh air, where they develop their physical skills using a variety of equipment. They show good balance as they stand on one leg while kicking a ball. Children enthusiastically ride around on wheeled toys showing good coordination and spatial awareness as they safely manoeuvre around others at play. Staff encourage children to explore the nursery environment and this enables children to develop an understanding of risk through play activities. For example, children decide to make a slide using the plank from the construction block set, propped against a stack of other blocks. They realise that they have to position the plank centrally or they cannot safely climb up to slide down. Once in position, children giggle with glee as they take turns to use the slide. Children handle tools, such as scissors, with care and show their knowledge of safety as they talk to staff. They state that they need to be careful with scissors or they could cut their fingers.

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

The management have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Management use their local authority employment guidelines to recruit staff. This includes taking up references and instigating checks to ensure staff are suitable to work with children, although they have no system in place to monitor staff's ongoing suitability. All current staff are vetted and qualified and they have all attended safeguarding training. Staff are confident with the procedures to follow with any concerns and they attend mandatory child protection training at least every three years. Management monitor staff performance through supervision discussions and annual appraisals. They fully support staff in continuing with their professional development to strengthen their knowledge of early years practice. A good range of documentation is in place to underpin practice in all areas including, for example, safeguarding, complaints

and behaviour management policies and risk assessment records. Staff carry out daily safety checks of the premises to make sure all areas and resources are safe for children.

The management and staff team have an excellent understanding of their responsibilities in meeting the learning and development requirements. They are enthusiastic and dedicated to providing children with fun learning experiences in a happy, stimulating environment. Children are happy and enjoy learning in the highly supportive nursery environment, knowing that their achievements are valued and celebrated by kind, caring staff. Children's learning records are closely monitored and management meet with the school reception teacher to moderate them. Management also complete a group progress review of all children's learning so they can clearly identify gaps in learning where they may need extra resources to address them. Good partnerships are in place with both parents and others involved with children's care and learning. There is a positive exchange of information between all parties, which allows a consistent approach to meeting children's specific needs. Parents confirm they are very happy with the provision for their children, which they state has a lovely atmosphere and where their children love to come.

Management are keen to continually improve practice to provide the delivery of a high standard of care and learning for all children. They have completed a detailed evaluation of their provision and have an ongoing development plan with clear targets for improvement. Since registering at these new premises they have, for example, improved partnerships with parents by introducing a 'natter with nursery' session and now accommodate children under two years of age into the nursery.

### **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>	EY466828
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	934981
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Easebourne Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01730815046

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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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