

# Bewbush Community Nursery

Bewbush Children Centre, Dorsten Square, CRAWLEY, West Sussex, RH11 8XW

<b>Inspection date</b>	20/01/2014
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		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

- Children flourish in this welcoming and happy nursery. Children have good relationships with staff, which helps them to settle quickly on arrival. Children show high levels of confidence, behave well and are motivated to learn because they feel safe and secure.
- The management and staff team are committed to continually developing and improving the nursery provision. They monitor their practice closely and take effective steps to ensure positive outcomes for all children.
- Partnership with parents and other professionals are good. This helps to ensure that staff offer individual children good levels of support to meet their needs.
- Staff make good use of time and space so that children benefit from a broad range of interesting range of activities that reflect all areas of learning.

### It is not yet outstanding because

- Some staff do not always make the most of opportunities to ask questions or fully interact with children during some play activities. This slightly reduces opportunities to further extend children's learning.

## 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 children in the open plan play areas within the nursery and in the outdoor area.
- The inspector held discussions with the management team and staff members at appropriate times throughout the day.
- The inspector took account of the views of parents spoken to on the day and viewed parental feedback within the nursery's self evaluation form.
- The inspector sampled a range of documents including safeguarding procedures, staff deployment, adult to child ratios and children's developmental records.

## Inspector

Janet Thouless

## Full report

### Information about the setting

Bewbush Community Nursery is privately owned and registered, under the current ownership, in 2013. It operates from a purpose-built building within the Bewbush Children and Family Centre, in Crawley, West Sussex. Children have use of three open plan play areas arranged into workshops and there is a separate area for babies. In addition, children have access to several outdoor play areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday from 8am to 6pm for 50 weeks of the year. Currently there are 107 children on roll in the early years age group. There are 14 members of staff, 10 of whom hold appropriate early years qualifications. Two members of staff have achieved Early Years Professional Status, one has a foundation degree in childcare and education and one is a graduate teacher. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery staff care for a number of children with special educational needs and/or disabilities and children who are learning 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:

- strengthen ways to challenge children more in their learning by making the most of opportunities to talk to them and ask questions as they play.

### Inspection judgements

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

The nursery staff are effective in meeting the learning needs of children overall. Staff make good use of the different play areas to offer a choice of activities. They support children well by joining in with them and engaging them in conversation. They offer help when required and make suggestions to encourage children to explore further. As a result, children enjoy their play and often spend long periods of time absorbed in their exploration. For example, children have fun experimenting with sound as they bang the lid of a tin. Staff skillfully draws their attention to how sounds can be changed by tapping softly or banging hard with their hand. During imaginative play staff extend children's learning when they suggest children cover their heads when it starts to rain. In addition, staff act as good role models in younger children's play. In make-believe play they show them how to bake cakes and pour tea into cups. This develops friendships and creates a sense of belonging as children happily play together. Staff know the children extremely well. For example, children who prefer to play in quieter areas are supported by staff members who know how to sensitively join in their play. They skillfully encourage their thinking by asking simple questions. Most staff are skilled at encouraging children's use of

language while they play and explore. For example, they introduce new words and model sentences clearly to help children develop good communication skills. However, occasionally opportunities are missed to extend children's use of language through effective interaction, for example during small world play. This slightly reduces opportunities to further extend children's learning.

Staff make very good use of time so that children participate in a broad variety of activities. Purposeful adult-led activities extend children's learning well; for example, children enjoy time in their family groups with their individual key person. They enjoy stories being read, songs being sung or discussing the day's activities and what they enjoyed. This gives children time to share their views, enhances their critical thinking and develops language skills. Children use a variety of construction sets and puzzles to develop their mathematical skills. They enjoy building towers of bricks and discuss shapes and sizes with staff. They become intrigued as they practice opening and closing bolts and latches developing a positive attitude to learning. Staff successfully introduce mathematical language as children draw pictures of spiders. They ask children to count the spider's legs supporting them as they count. Children conclude 'oh they have eight and I have two'. This develops into conversations about why spiders have eight legs and how they spin their webs; developing children's understanding of nature. Staff provide an exciting range of art and craft materials for children to explore and create their own pictures. Bilingual children or those who learn English as an additional language are particularly well supported in the nursery. Children see and hear their home language in their play. For example, through wall displays, photographs and labels and the good range of toys and resources. In addition, bilingual staff are used effectively to communicate with children and their families. This supports children's understanding of diversity and promotes their self-esteem. Children develop their literacy skills by sitting down to look at books and sounding out and writing the letters in their names. As a result, children are purposefully engage in play and are making good progress in all areas of their learning and development.

Staff provide a good range of interesting and challenging experiences, which contribute to children making good progress and developing skills for their future learning. Staff skillfully observe children and accurately assess their learning. They keep clear records of their progress, which means they have a good understanding of the children's individual abilities in all areas of learning. Staff give a high priority to encouraging parents to play an active part in their children's learning. For example, parents complete 'All about me' forms, which provide essential information on children's starting points. Parents are able to read children's developmental records. They comment that they enjoy discussing their children's progress with management and key persons. Parents are able to read what activities have taken place and receive informative newsletters on the curriculum and nursery events. This helps parents support their children's individual learning at home. Staff use a summary form to record details for the required progress check for two-year-old children. Staff complete this in partnership with parents and it provides a clear record of their children's progress.

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

Children settle well in this welcoming nursery because staff are genuinely pleased to see them and greet them warmly on arrival. Staff teach children to hang up their coats while encouraging them to identify the sound of the first letter in their names. In addition, children's personal belongings are hung up high for their safe keeping. Staff build strong relationships with families through the good settling in procedures. Key persons support individual children and their families developing a good understanding of their needs. Children confidently leave their parents and carers and settle quickly to their chosen activities, chatting happily to staff and their friends. This supports children's emotional well-being.

The nursery is well resourced and provides a welcoming learning environment both inside and out. Children happily explore making choices in what they want to play with, knowing that staff are close by to offer support and guidance. Staff act as good role models and are deployed effectively both inside and out to support the children's individual needs. Children are developing the complex skills of sharing and working together. They work cooperatively and show a good awareness of the daily routines. Staff offer children clear guidance and explanations with regards to their behaviour. For example, they take turns when using the computer or bikes in outdoor play. These well-managed routines, which are gently guided by staff, support children in getting ready to move on to school. In addition, children are developing good self-care skills as they pour their own drinks and cut their own fruit at snack time. Staff also encourage children to put on their own coats before they go outside. Older children show considerable care towards younger children. For example, they point out to staff that a younger child's sleeves are wet and that they require a change of clothing. Therefore, developing their confidence, social skills and firm friendships as they play together.

Children are taught about a healthy lifestyle through the promotion of healthy eating, provision for outdoor play and physical exercise. Staff provide healthy snacks and know about children's individual dietary needs. Children are gently reminded to wash their hands before mealtimes with little fuss, which demonstrates good hygiene routines. In partnership with parents, outside caterers provide meals that meet children's dietary needs and cultural requirements. A particular feature of the nursery is the children's ability to play outside in all weathers. They giggle as they rock together on see-saws, pull each other around the garden using hoops and bat balls to each other showing good coordination. In addition, children enjoy looking for mini-beasts and planting vegetables to harvest. This develops their understanding of nature.

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

Management and staff have a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Good systems are in place to help safeguard children and protect them from harm. All staff have completed the local authority safeguarding training and know precisely what steps to take should they have any concerns about children in their care. In addition, children's welfare is further

safeguarded through the use of documentation as staff keep accurate records of attendance for children, staff and visitors, along with records of any accidents or medication administered. Written procedures are in place with regards to recruitment, vetting and induction of staff, to check they are suitable to work with children. Senior managers monitor the delivery of the educational programmes to identify any emerging gaps in children's learning. Regular staff appraisals take place to identify strengths and areas to improve practice and outcomes for children. Training programmes are in place to support children's ongoing development. The staff team has carried out a self-evaluation of the strengths of the nursery and the identification of some areas for improvement. For example, these include developing further the outdoor play facilities and developing staff profile to collate staff personal details, qualifications and a log of their continuous professional development. Therefore, effective self-evaluation helps to improve the quality of provision for children.

Staff complete thorough risk assessments relating to the use of the premises and all activities that the children participate in. Children learn to keep themselves safe as they climb challenging equipment in both the nursery and school outdoor areas. They participate in nursery and school fire drills and older children know emergency evacuation assembly points. Therefore, they are developing their understanding of the importance of keeping safe. Staff are vigilant about children's safety and closely supervise children as they move between the indoor and outdoor environments. The nursery maintains high adult to child ratios to support the ongoing care and welfare of children.

Parents are made to feel welcome in the nursery and this is a strength of the childcare provision. Staff work closely with parents and other professionals to identify any additional learning needs. Staff devise individual programmes to ensure high levels of support are offered to children before and after formal stages of assessment are initiated. Staff have created a parent area so at drop off and pick up times they can provide daily feedback on all events of the day and share information with parents.

Staff have devised a broad range of policies and procedures that are available to parents. In addition, parents receive a welcome pack with information about the nursery, which includes the educational programme. The nursery staff also offer care to children when parents are attending meetings or workshops within the Children and Family Centre. Parents spoken to during the inspection stated that they are very happy with the quality of the service. They feel that staff are very supportive and work with them to help their children's development. Parents feel that the staff are 'superb', 'wonderful and nurturing' and that their children are very happy at the nursery. Parents comment that they enjoy receiving the nursery handbook which they find helpful and interesting. The nursery staff work closely with family outreach workers and the local authority advisors and other professionals to improve their practice. The nursery has close links with local primary schools, which aides a smooth transition for children leaving the nursery to begin their school life. Overall the nursery shows a strong capacity to improve the service they provide to the community.

## **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	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>	EY462035
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	942818
<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>	56
<b>Number of children on roll</b>	107
<b>Name of provider</b>	Bewbush Community Nursery C.I.C
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01293522030

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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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