

Wren House Nursery School

Wren House Nursery School, 4-6 Salehurst Road, EASTBOURNE, East Sussex, BN21 1QS

Inspection date	12/06/2014
Previous inspection date	27/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is good given their starting points and capabilities.
- Children develop good attachments to the staff. These attachments enable children to confidently explore the environment because staff effectively promote their emotional well-being.
- Partnerships with parents and carers, and other professionals, are effective. This means that all parties are well informed, work together to meet the children's needs and interests, and help to prepare them well for the transition to school.
- Children's safety is effectively promoted through the implementation of thorough safeguarding and welfare procedures.

It is not yet outstanding because

- Staff do not consistently encourage children to do things for themselves during some routines. This slightly reduces opportunities for children to develop their independence at such times.
- Staff do not fully enable children to explore the natural world outdoors. As a result, they miss opportunities to enhance children's awareness of the world around them.

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 conducted a joint observation with the manager, held meetings at various times throughout the visit with the provider and held discussions with staff.
- The inspector looked at a range of documentation, including health and safety policies and procedures, staffing rotas, accident records and risk assessments.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector took account of the views of parents spoken to on the day and acknowledged some of their written comments.

Inspector

Shan Jones

Full report

Information about the setting

Wren House Nursery School registered in 2007. The nursery school operates from five adjacent rooms within a building in the Old Town area of Eastbourne. Children have access to an outdoor play area. The nursery is open each weekday, from 8.30am to 5.15pm, for 47 weeks of the year.

There are currently 56 children on roll, aged from one year to under five years, some in part-time places. The staff currently care for children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff employed to work with the children. All staff hold appropriate early years qualifications at level 2 or 3. The provider is in receipt of funding for the provision of free early education to children aged three and four years.

What the setting needs to do to improve further

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

- encourage opportunities for children to enhance their independence skills during everyday routines

- develop the garden area further to maximise opportunities for children to learn and explore the natural world.

Inspection judgements

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

The quality of teaching is good and, therefore, children are progressing well. Children are keen to explore and investigate because staff provide a stimulating learning environment and clearly understand how children learn through play. The staff effectively ensure children's needs and interests are identified and met. This is because they observe children as they play and plan for the next steps needed in their learning. They track children's progress to ensure that there are no gaps in their learning and development. Key persons effectively promote the learning needs of children with special educational needs and/or disabilities, and those who speak English as an additional language. Staff liaise well with parents of younger children about the most suitable time to provide a comprehensive summary of their child's learning and development. This is to inform their progress check at age two.

Staff recognise that communication and language are essential tools for life. They demonstrate their knowledge through effective practice which helps children become skilful communicators. They use stories, songs and action rhymes for children of all ages. These activities successfully introduce vocabulary, and alert children to the sounds and rhythms of language. Children also enjoy learning through information and communication technology, for example, as they enjoy using the freely available computer. They become skilled in using the keyboard and mouse to explore a variety of programmes. Staff place emphasis on the prime areas of learning as appropriate and this gives children a firm foundation on which to learn. Overall, staff teach children about the natural world effectively. For example, they encourage children to learn about the life cycle of a caterpillar as the children make colourful displays and listen to a popular story of how a caterpillar turns into a butterfly. Children learn new vocabulary, such as 'cocoon' and 'chrysalis', and count the fruits eaten by the caterpillar. These experiences develop children's learning skills in mathematics, and communication and language. However, the outdoor area does not fully promote aspects of the natural world to further extend children's awareness and ability to explore. This slightly reduces children's understanding of the world around them.

Staff enable children to freely choose different art materials, which promotes their creativity successfully. For example, children explore with paints, chalks, water and sand to make different effects. Staff encourage children's free expression well. For instance, during a painting activity, children begin to place their hand prints on the wall. Staff encourage all children to add to this mural which values their efforts and confidence. Staff ensure that they provide a good range of specific learning experiences for older children. These activities help the children to gain the skills needed for the move to school.

The management and staff implement a range of strategies to support positive partnerships with parents. For instance, staff encourage parents to share what they know about their children's learning at home. This means the key person can work with them to ensure consistency and continuity in children's learning. As a result of this good two-way flow of communication, children progress well. A range of professionals, including speech and language therapists, are welcomed into the nursery. They support individual children and provide valuable advice for parents and staff. This means that children benefit from a targeted and consistent approach to their learning, and develop into confident speakers and good listeners.

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

Staff ensure that children have plenty of space to play, explore and rest. Furthermore, they enable children to enjoy a variety of good quality resources that are freely available, and support their welfare and learning. There is a very happy atmosphere in the nursery and an effective key-person system ensures children feel cared about, valued and respected. The key person asks parents about home routines, children's comfort items, health needs and any areas of development requiring support. Consequently, staff provide dependable, consistent and nurturing support for each child, that reflects their needs and

parental wishes. The result is a homely nursery where children develop a good sense of belonging. Strong relationships have been forged with the local schools. Teachers visit to meet children and exchange essential information about their progress, and any identified learning difficulties prior to the move to school. Furthermore, nursery staff share information, as appropriate, with any other professionals involved in children's care and education. As a result, children receive consistency of care and their individual progress and well-being are successfully supported. Staff offer constant praise to children for their achievements which boosts children's confidence and self-esteem. Children are valued as staff praise them and display their creations proudly on the nursery walls. They behave very well and understand the clear routines and boundaries. The staffs' consistent approach helps all children know what is expected of them. Staff are good role models to children and they encourage good manners and kindness at all times.

Staff promote children's awareness of safety well. Children know they have to wear hats in the sun and staff apply sun cream to children before they go outside. These measures help to keep children safe while they attend nursery. Children are learning to manage their own hygiene and self-care needs. They independently access the toilets and know to wash their hands afterwards to protect themselves from germs. The nursery is clean and hygienic, and this promotes children's good health. Children's dietary health is supported well. Staff encourage parents to provide healthy packed lunches. Staff cater to meet children's individual dietary requirements which helps to ensure their needs are met. Children have regular healthy snacks, such as various fruits and bread sticks. However, opportunities for children to develop their independence during mealtimes are not fully maximised, for example, by enabling them to help set the table and serve their own snacks. The staff develop children's awareness of personal safety as they include all children in the fire evacuation procedures. Staff further support children's awareness of keeping themselves safe as they talk to the children about road safety.

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

Management team members have a good understanding of their roles and responsibilities in ensuring they meet the requirements of the Early Years Foundation Stage. A wide range of policies and procedures, risk assessments and safety measures are all in place which staff implement well. These are monitored, reviewed annually, or when it is identified that amendments or additions need to be made. Staff maintain detailed accident and medication records, and ensure they are signed by parents to keep them informed at all times. Information from accident records is used to further assess potential risks, review existing risk assessments and to inform staff practice. Staff undertake relevant safeguarding and paediatric first aid training to strengthen their knowledge. This also helps to ensure that children are safe. The recruitment procedures are robust. Staff are vetted, references are sought and Disclosure and Barring Service checks are carried out prior to staff working with children. Effective safeguarding policies and procedures are in place and these are shared with parents to ensure that they are aware of the staff's responsibilities regarding child protection. Staff have a good understanding of the procedure to follow should they have any concerns regarding children in their care. The

management team implements the procedures well and follows guidance from the local authority.

Staff forge very positive relationships with parents. Parents speak highly of the nursery, the welcoming environment and the good level of support their children receive. They comment on the friendliness of staff, and the way that they consistently treat them and their children with kindness and respect. Staff provide parents with daily verbal feedback, and parents are regularly invited to express their views and share what they know about their children. The management team has acted proactively since the last inspection and undergone a significant amount of change. This has led to changes to the curriculum and staff practice. These changes have had a very positive effect on the children's well-being, and their learning and development. The management team has an accurate understanding of its strengths and has a development plan in place to continue to enhance the provision for the children. The team seeks the views of the parents through an open-door policy and the use of questionnaires. This involves parents in their children's learning and development, and improvements to the nursery provision. The management team has a good awareness of safe recruitment procedures, which enables them to ensure that all recruited staff are suitable. Staff are well qualified and have regular opportunities to further enhance their knowledge and understanding through training. These opportunities also help to improve practice and good outcomes for children. The management team supports staff well because the members of the team work alongside them and regularly monitor their practice. This helps staff to feel supported and results in a well-motivated staff team.

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

Unique reference number	EY360412
Local authority	East Sussex
Inspection number	815437
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	26
Number of children on roll	56
Name of provider	Jacqueline Winton & Carolyn Gadah Partnership
Date of previous inspection	27/04/2011
Telephone number	01323 731 530

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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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