

Clive Vale Nursery School

29 Clive Avenue, Hastings, East Sussex, TN35 5LN

Inspection date	04/06/2014
Previous inspection date	05/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Management does not inform the local child protection agency of any serious accidents that occur at the nursery. This means children's safety is not always appropriately promoted.
- There are inconsistencies in meeting children's individual learning and developmental needs, particularly for some of the children who have special educational needs and/or disabilities.
- The system used to exchange information with parents and other settings that children attend about children's learning and changing interests is not consistently established.

It has the following strengths

- Staff provide a child-friendly, well-resourced and effectively organised learning environment, indoors and outside. This helps children to make choices and develop their independence.
- Staff are friendly and interact well with children. As a result, children, particularly the younger ones, demonstrate they feel safe and are developing secure emotional bonds.

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 sampled a range of documentation, including medication and accident records, children's attendance records and development files, staff files and supervision documentation, and the setting's safeguarding and complaints policy and procedures.
- The inspectors held ongoing discussions with the staff, the manager, the deputy and children.
- The inspector took into account the views of parents spoken to on the day.
- The inspector had a meeting with the manager and the deputy manager to discuss all aspects of practice.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Jacqueline Walter

Full report

Information about the setting

Clive Vale Nursery registered in 2005. It is a privately-owned nursery which operates from two floors of a large detached house in Ore Valley, on the outskirts of Hastings. It is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery provides part-time and full-time care. All children have access to an enclosed outdoor play area. The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 130 children attending in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years of age. The setting supports children with special educational needs and/or disabilities. The provision employs 15 members of staff. All of the staff, including the manager, hold an appropriate early years qualification. The deputy manager holds Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the lead practitioner responsible for safeguarding understands and implements the safeguarding and welfare requirements of the Early Years Foundation Stage, with particular regard to informing the local child protection agency of any serious accident or injury to, or death of, any child in the care of the nursery.

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

- improve the systems to share information about children's learning and development with parents and other settings that children attend, in order to enable staff to provide consistent and effective support for children's individual learning
- develop consistency in the systems used to support children with special educational needs and/or disabilities in order to fully meet their individual learning and developmental needs.

Inspection judgements

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

Staff demonstrate a secure understanding of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge to help children make

progress towards the early learning goals. This helps the children prepare for school and their future learning. Children enjoy practising physical skills during a variety of activities. For example, they enjoy using the climbing frame, slide and swings in the outside area. Children also enjoy exploring with cutters, scissors and rolling pins when exploring with play dough. This helps them learn to coordinate their smaller muscle movements. Children are confident and explore independently. Staff help children to develop an understanding of the world around them. For example, they discuss the leaves that children find when playing outside, encouraging them to note the patterns and colours. Older children enjoy role playing in the mud kitchen, mixing mud and water and excitedly talking about the pretend stews they are making. Younger children enjoy exploring musical instruments. Staff show them how to use them appropriately and they enjoy playing the instruments as the staff sing songs. Activities such as these help children to develop their imaginations and represent their own thoughts and ideas creatively, in addition to developing their physical skills.

The quality of teaching is generally sound. Staff position themselves at the children's level and consolidate children's growing vocabulary by naming the musical instruments that younger children play with. They also support this with some sign language. Staff ask pre-school children meaningful questions, which helps children to express themselves and share their ideas. Staff use additional materials to support children's learning. For example, children are able to select pictures that represent the songs and mathematical rhymes they wish to sing. This helps them to develop their skills in choice and decision making, in addition to their understanding of numbers.

Staff use the information they gather from their observations to help children achieve. They identify children's starting points, complete regular observations and identify the children's possible lines of development. Staff use this information to plan activities that help to meet the children's individual learning needs and interests. Staff monitor children's progress by linking their observations to the age and stage of development when they are confident that children have developed a skill or understanding. Staff complete the required progress checks for two-year-old children and share this with their parents. This enables them to monitor the children's progress in the key areas of development.

Parents are appropriately involved in their children's learning. Staff share information regarding the children's care, achievements and how learning can be supported at home appropriately. However, the systems for sharing information about children's learning and their interests with parents and other settings that children also attend are not fully effective. This means some children are not supported in their progress and development as well as they could be. Staff offer support to children who have special educational needs and/or disabilities in the setting, creating individual plans to support their care and education. However, this support is variable. Staff do not always make contact with the settings that some of the children who need additional support also attend to make sure they are receiving appropriate interventions to meet their individual needs.

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

The provider's ability to ensure the well-being of children is inadequate. This is because the provider has not ensured that management fully understand and implement the safeguarding and welfare requirements of the Early Years Foundation Stage, which includes notifying the local safeguarding agency of any serious accident that occurs on the premises.

There is an effective key-person system, which provides continuity and consistency of care for the children. Staff implement appropriate strategies to help settle new children. For example, they encourage parents to participate in settling-in visits and gather information about the children's interests and routines at home. This enables staff to have an understanding of children's individual needs and continually meet them. For example, young children are able to use their favourite teddies in the setting, which helps to make them feel safe and secure. Children are happy, with young children in particular displaying emotional attachments to their key person, who offer cuddles and reassurance. As a result, children are comforted and begin to explore their environment. Older children confidently inform staff of their needs when engaging in activities, for example, telling staff which fruit they want to eat at snack time.

The learning environment is effective in helping children progress towards the early learning goals. Staff provide a child-friendly, welcoming and motivating environment. They organise space and resources well, particularly in the outdoor area, to meet children's needs, provide stimulating challenges, independence and decision-making skills. For example, the outdoor area has pathways that wind and turn which effectively challenge children when they ride their bikes. Children's work is attractively displayed and staff provide low-level colourful drawers that have pictures and words displayed upon them. This means that children have lots of opportunities for independence and choice making and are able to direct their own play.

Staff use positive strategies to promote children's good behaviour. Staff are good role models and the children benefit from their praise and encouragement. They use good strategies with older children, such as publicly praising children through use of an, 'I can do' display board. They also offer stickers and stamps to reward younger children's behaviour, for example when potty training. Children are keen to behave positively and work together. Older children know their efforts to help staff to clean tables and tidy up will enable them to engage in their meal time. These strategies effectively promote the children's self-confidence and build their skills in cooperating with others.

The meals that staff provide are healthy. For example, children enjoy snacks of fresh fruit and savoury biscuits. Children make choices about what they want to eat from the healthy selection available. They also enjoy helping to prepare healthy food, such as fresh fruit salads. In addition to this, at lunchtime, staff encourage the children to eat the savoury food from their lunchboxes first. This helps them develop a good understanding of eating healthily. Staff gather information on children's special dietary requirements from parents and meet these effectively. Children have appropriate opportunities to develop their understanding of hygiene. For example, they engage in regular routines, such as washing their hands before meals. Children are developing an understanding of how to keep safe as staff discuss with them actions they need to take to help keep themselves safe. For example, when children use the stairway, staff discuss and encourage the children to use

a hand-rail that has been lowered to meet their needs.

Staff appropriately help children prepare for moves within the setting and into their new schools, so they feel happy and secure. Children are able to participate in taster visits to their new rooms before they move in. This helps children gather confidence and familiarity. Children are also able to meet their new teachers and talk about the routines of their new schools during circle time. These strategies help the children feel confident when they ultimately transfer to school.

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

The management team has a sound understanding of their responsibilities in meeting the learning and development requirements. However, the staff's knowledge and understanding of implementing the safeguarding and welfare requirements of the Early Years Foundation Stage is inadequate.

This inspection took place following a complaint to Ofsted after an incident occurred regarding the outdoor slide. This raised concerns relating to children's accidents and injuries, first aid, child supervision, staff deployment, key persons, safety and risk assessments. Evidence confirmed a serious incident did take place and a child was hurt while using the outdoor slide. The risk assessment and supervision at the time of the incident was not adequate to prevent the accident from occurring. The inspection found that staff were aware of their responsibilities in relation to children's accidents, providing the appropriate treatment, maintaining a record of the accident and informing parents. However, the inspection found that the provider had not ensured the local safeguarding agency were notified of this serious accident. This is a breach of requirements for the Early Years Foundation Stage and means children's safety is not effectively promoted. The inspection found that children were generally being adequately supervised and there is an effective key-person system in place. Staff were deployed appropriately in the outside area to meet ratio requirements and the equipment was in good condition. Following the incident, the provider has taken appropriate action to minimise the risks when children use the outdoor slide. The manager has carried out a review of the outdoor area and put in place additional arrangements for supervision. In addition, the manager routinely reviews the risk assessment three times a year to make sure risks are minimised.

Staff are secure in knowing the signs and symptoms and the procedures to follow when dealing with concerns of abuse. This helps to protect children from harm. The leadership team use robust recruitment and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. The provider obtains an enhanced Disclosure and Barring Service check for all members of staff and seeks written references to assess their suitability to work with children. The management team implement a 12-week induction period for new staff, which includes continual support by their deputy and training in all policies and procedures. This means the new staff are able to gain a clear and secure understanding of supporting children's learning and care.

The leadership and management team have systems to evaluate their provision and practice. These help them to inform the nursery's priorities and drive improvement. They complete regular line-management audits, create action plans and set targets for improvement in the outcomes for children. For example, after identifying a need to enhance children's opportunities to understand the world, the provider has engaged a French teacher who visits the setting on a regular basis. In addition to this, children benefit from staff welcoming and implementing ideas and suggestions from the local authority development officer. For example, staff have introduced a rolling programme for the children's snack time and introduced a free-flow system for outdoor play. This gives children further opportunities to develop their independence and decision making skills.

The nursery values parents' views and takes account of these to help drive improvement in their partnership working and care of the children. For example, as a result of views and opinions gathered from parent questionnaires, staff are in the process of sending out records of the children's next steps in learning each time these are updated. They are also increasing the parent consultation evenings to three times a year. This is to help parents obtain a clearer understanding of their children's activities and of how their skills can be promoted at home. This will help to ensure a cohesive approach to the children's 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

Unique reference number	EY314066
Local authority	East Sussex
Inspection number	976685
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	130
Name of provider	Sian Nadine Hamilton
Date of previous inspection	05/03/2009
Telephone number	01424 714 661

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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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