

# Northiam Nursery

Northiam Primary School, Main Street, Northiam, Rye, East Sussex, TN31 6NB

<b>Inspection date</b>	23/06/2014
Previous inspection date	25/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 develop good levels of confidence and are very keen to communicate their thoughts and ideas.
- Children benefit considerably from have easy access throughout the day to the outdoor area to support their play and learning.
- The staff promote children's learning in literacy and mathematics well.
- Parents are fully engaged in being able to support their child's learning.

### It is not yet outstanding because

- There are few natural or unusual resources indoors to promote children's exploration and investigation.
- Systems do not successfully extend to monitor specific groups of children to compare their learning needs, styles, and ensure there are no learning gaps.

## 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 held meetings with the Nominated Person and the supervisor, and completed a joint observation with the supervisor in the nursery.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector observed activities in the playroom and the outside play area.
- The inspector spoke to some parents during the inspection to gain their views.
- The inspector looked at some children's records, including their learning assessments.

## Inspector

Sue Taylor

## Full report

### Information about the setting

Northiam Nursery registered in 2008. It is one of two provisions run by the same committee. The nursery operates from a self-contained unit within Northiam Primary School, Northiam, East Sussex. Children have access to an enclosed outdoor play area and can use the school grounds on occasions. Children have lunch in the school hall. The nursery is open each weekday from 9am to 3pm, during term times. It may open for the occasional day in the summer holiday.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 27 early years age children aged from two years on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are seven members of staff, including the overall manager of the two provisions, a supervisor and a lunchtime cover member of staff. There are five staff who have a relevant qualification to level 3 and one at level two. The nursery receives funding for the provision of free early education for children aged three and four years. There are close links with Northiam Primary School.

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

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

- enhance children's experiences and opportunities for exploring and investigating, particularly indoors. For example, by increasing the provision of unusual or interesting natural items that inspire exploration
- strengthen the successful monitoring of children's learning to compare specific groups of children to ensure their learning progress is consistent or improving.

### Inspection judgements

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

Children are making good progress in their learning and development. The staff ably support children as they learn, planning activities that take good account of their interests. For example, the role-play area is currently a shoe shop, as some children enjoy wearing the varied footwear in the dressing up resources. The staff use children's ideas to extend their learning. For example, a game of football outside encourages children to count and mark the number of goals on a chalkboard. This supports mathematics and mark making.

The key persons routinely use the observations they make as children play to identify clear next steps in their learning. They record this detail and parents receive a copy so they can easily support their child's learning at home. The staff value parents feedback and use this for the assessment learning records. Parents record children's achievements or interests at home and staff celebrate these by displaying them in the nursery. This helps engage parents well. The staff track children's progress to ensure key persons can quickly identify any learning gaps to address with activities or resources. The thorough detail that key persons gather means they are easily able to provide parents with the required progress checks for two-year-olds. The checks give clear information to parents about how their child is achieving across the seven areas of learning.

The staff promote children's communication skills well. They ask open questions that get children to consider an answer that requires more than a yes or no. The staff show a genuine interest in what children have to say and this encourages them to discuss their play or experiences. Indoors, small trays with sand or shaving foam support children to make marks, and recognise and make letter shapes. Children have clipboards, paper and pens to take outside and make very good use of these in their play, supporting their literacy development. There are resources outside and indoors that encourage children's mathematical awareness, for example, there are displays of number lines in both areas to support children's counting and recognition of written numerals. Children thoroughly enjoy joining in with action number songs that focuses learning on simple subtraction as they play parachute games. There are few resources indoors that encourage children to explore and investigate natural and unusual items to extend children's curiosity and inspire interest. The outside areas promote and encourage learning in the fresh air. Children use physical skills to dig in the sand pit or mud garden. They help plant and care for growing vegetables, learning that food does not just from shops. A recent interest in shoes evolved to making foot print bookmarks, with children measuring their feet. This led to creating a beanstalk measuring display and linked to children picking and trying the beans they grew in the garden. Children gain the skills they need for future learning. The staff help children be ready for school with visits, discussions and having uniforms in the dressing up.

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

The key person system helps promote information sharing with parents. A display informs parents who their child's key person is and they have a photograph to take home. Depending on staff and children's attendance patterns, some children have a buddy key person, so there is always a familiar person present. Children settle quickly and enjoy their time at the nursery. They develop good levels of independence. They are confident in making choices about their play and are keen to communicate with others. Children can easily go to the toilet when they need, enabling them to take responsibility for their own personal care. They know to wash their hands before eating. Children have some choice over when they have their healthy snack. Staff encourage them to pour their drink, put spread on their cracker or cut a piece of apple. As children use a proper knife for cutting, they learn to keep themselves safe with the staff giving them the responsibility with clear instructions. Children also learn to keep safe as they practise fire evacuations and safe road crossing, and use scissors. These are key skills that prepare children well for the next

stage of their learning, for example, going to school.

The children have their lunch in the school hall with the schoolchildren. Parents have a choice of providing a packed lunch or letting their child have a school dinner. The children going to the school gain a familiarity with the school lunch time and benefit from seeing the older children act as positive role models. Since the last inspection, the staff manage the lunchtime better to ensure children do not get bored and misbehave. They take some play resources to use if necessary or take children who finish quickly back to the nursery.

The nursery environment is welcoming and child-centred with good quality resources at low-level to encourage children to make choices. Children have free flow access to outside throughout most of the day. Staff recognise that some children behave better and engage more in their learning when outside, for example, playing cooperatively with others, taking turns and sharing resources as they dig in the mud garden, creating an imaginative story line. Children learn to wear sun hats when it is sunny and staff encourage them to drink more water after playing outside. This helps to promote their awareness of keeping healthy and safe.

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

The management and staff team meet the safeguarding and welfare requirements of the Early Years Foundation Stage well. They ensure the premises are safe and secure with clear risk assessments in place. Safety features, such as a bolt to the kitchen door and a coded entry to the nursery room helps keep children safe. The staff are effectively deployed and supervise children well, both indoors and outside. All staff learn about the nursery's safeguarding procedures and undertake some e-learning training. They have a secure understanding of their responsibilities and knowledge of the action to take if there are concerns about a child in their care. A comprehensive recruitment process is in place and this includes obtaining the appropriate checks to help determine the suitability of the staff and volunteers. For new staff, a clear induction process helps them gain a thorough knowledge of their responsibilities and practices. The staff receive regular supervision sessions from management and an annual appraisal that helps provide them with ongoing professional support. This enables them to discuss issues and concerns to do with their work or the children. Staff have opportunities to attend training to develop their knowledge. Management monitor staff training to ensure their knowledge and attendance is up to date, such as first aid and safeguarding.

The nursery meets the learning and development requirements effectively, promoting children's learning well. Each child's key person is responsible for monitoring their key children's learning records. This is so they can be sure each individual child is making good progress from their starting points. These systems work well, however, the current process is less effective for identifying learning gaps in groups of children, such as boys or girls, or evidencing children's progress rates year to year to identify their learning, achievements and any gaps as a group. This reduces the potential effectiveness to develop further the already good educational programmes in place. Management involve

the staff and committee in the evaluation of the nursery's effectiveness. They have made good progress since the last inspection to address the actions set to improve outcomes for children. Changes made to large group activities mean that children's learning and participation is valued more. There is clearer detail given to students and others about behaviour management techniques so children receive a consistent approach. The views of parents are taken into account and staff take note of children's interests and ideas. Development plans are ongoing and demonstrate a good capacity to sustain improvement.

There are very positive partnerships between parents and staff, ensuring children receive the care they need. The effective communications help children receive positive and consistent support in their learning and development. There are strong established links with other professionals, such as social services, schools and other early years settings that children attend. This helps staff meet children's individual needs well, promoting effective partnership working.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY375090
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	963320
<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>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Beckley Pre-School and Northiam Nursery Committee
<b>Date of previous inspection</b>	25/06/2013
<b>Telephone number</b>	01797 260582

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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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