

Horsham Nursery School Children & Family Centre

Horsham Nursery & Childrens Centre, Harwood Road, HORSHAM, West Sussex, RH13 5UT

Inspection date

14/08/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

1

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 have an excellent relationship with their key person, which ensures they are emotionally secure and ready to take the next steps in their learning and development.
- Staff provide a range of age-appropriate activities, which enables children to make good progress in their learning.
- The staff team have a good relationship with parents and effectively share information with them about their children's development.
- Children are well behaved due to staff being effectively deployed within the environment and act as positive role models.
- Children have independent access to the outdoor area, which successfully promotes a healthy lifestyle.

It is not yet outstanding because

- At times, staff do not effectively listen to children; make use of opportunities to extend language development or give children time to answer their questions.
- Children are not consistently involved in the preparation or serving of their food, which does not fully support their emerging independence and self-help skills.

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 with parents and gained their feedback about the setting and staff.
- The inspector took part in a joint observation with a member of the management team.
- The inspector sampled the setting's policies, procedures and risk assessments.
- The inspector spoke with staff about safeguarding and behaviour management procedures.
- The inspector observed staff and children in both the indoor and outdoor environment.

Inspector

Hannah Barter

Full report

Information about the setting

The daycare and holiday club at Horsham Nursery School Children and Family Centre was registered in 2008. It is run by Horsham Nursery School's governing body under the umbrella of West Sussex County Council. The provision operates from purpose-built premises within the children's centre in Horsham. Children share access to a secure enclosed outdoor play area. Daycare provision for children aged under three is open each weekday from 8am to 6pm for 50 weeks of the year. The holiday club runs before and after school during term-time and from 8am to 6pm during the school holidays. The provider receives funding for the provision of free early education for two-year-old children.

The daycare and holiday club are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently, there are 57 children roll. The daycare and holiday club employ 14 members of staff, of whom 13 hold a recognised childcare qualification at level three or above. The daycare and holiday club support children with special educational needs and/or disabilities and children who speak 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:

- enhance children's communication and language development further by developing effect questioning techniques and allowing them sufficient time to answer questions
- further develop children's independence skills during snack times by allowing them to self-select, prepare and serve their food.

Inspection judgements

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

Staff have a solid understanding of how children learn and develop. Planning is effective and takes into consideration children's individual skills and abilities, next steps and interests. Staff have a good relationship with parents and together they assess what children can already do when they first start. Staff complete written observations and use these to write thorough assessments each term. These assessments include comments on children's progress in each area of learning which they share with parents. Staff monitor children's progress against the Early Years Foundation Stage to quickly identify and plan for any gaps in learning. As a result, all children are making very good progress in their learning and development. Staff provide a wide range of age-appropriate activities, which

enables children to actively explore and develop in all areas of learning. Staff are skilful at recognising when to initiate, join in or observe children's play. This means that children's learning happens while they are engaged in activities that meet their interests and provide the right amount of challenge. Children show good levels of confidence and independence during activities and explore their environment with ease. However, there are times where staff do not fully support children's independence or develop their self-help skills. For example, during snack time, staff do not give children the opportunity to prepare or serve their own food.

The quality of teaching is good. Staff understand the requirements of the Early Years Foundation Stage and support children's learning well. Staff generally promote communication and language effectively with all children. For example, in the room for children under three years, there is a sensory area with large tubes filled with water and bubbles. A child presses a button, which turns the colour of the water to yellow and staff respond by saying, 'Well done, you pressed the yellow button, this is the yellow button. Where is the blue button, the blue button?' This simple repetition from staff encourages children to develop their language and extend their vocabulary as well as developing their knowledge of colour. Older children are encouraged to explain to staff what they are doing during play. For example, while children are playing with a stacking game, they explain to staff that they have to post the sticks through, to stop the bees falling through the tree. This gives children the opportunity to think critically and develop their communication and language skills. However, at times, staff are distracted by what else is happening in the room and therefore, do not effectively listen to children and miss opportunities to further develop children's thinking skills.

Children's physical development is promoted well. They have access to a large outdoor area, which is well resourced with cars and climbing equipment to develop their gross-motor skills. Younger children enjoy exploring the sand and practise pouring and emptying various containers. However, staff do not consistently provide a commentary of what children are doing; therefore, opportunities to develop children's communication and language development are sometimes missed. Older children enjoy role play in the large sand area. Staff ask children what they are doing and they explain that they are digging with rakes and spades to make a garden and plant cucumbers. Children move the unwanted sand into buckets and work together well suggesting, 'Let's move the sand to here.' This shows children actively using their imagination and confidently problem solve with friends. Older children also enjoy exploring the mud kitchen and do some cooking. Staff allow children to explore independently but also know how to extend children's learning. For example, when children are making fish fingers, staff ask children to decide what vegetables they should have with their fish fingers. Together they discuss the names of different vegetables such as 'peas' and 'carrots'. Staff ask children if they would like to make cakes for after their fish fingers. Children use wooden spoons, water and mud to pat the mixture into plant pots to make their cakes and mud pies. Staff pick some herbs from the herb garden and encourage children to smell them by saying, 'This is mint, do you like mint?' 'Mmmm' responds one child and puts it into her mud pie. This develops children's communication and language development, creative thinking and allows children to actively explore.

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

Children settle exceptionally well. This is due to the amount of time staff spend with the children and their parents before they start. Home visits are organised where the key person visits the child in their home environment and begins to observe children's interests and level of development. Staff arrange additional settling-in sessions and these can be as few or as many as the child needs to feel confident. Due to this, children settle exceptionally well and separate with ease from their parents. The highly effective dual key-person system ensures that children feel safe and secure in their environment and as a result, children are confident in the nursery environment.

Children's behaviour is exceptional, although there are behaviour management strategies in place these are rarely used. Instead, staff are seen to be excellent role models and due to this, children understand what is expected from them. For example, during snack time, staff give out pieces of fruit to the children. Children respond by saying 'thank you' and do not need prompts to remind them to do so. Children also play extremely well with each other; they share resources and take turns when playing games. Consequently, children are provided with a safe and secure environment in which they know what is expected from them and therefore their emotional well-being is expertly promoted.

Staff have an excellent knowledge of their key children and are extremely confident in their knowledge of individual children's level of development and next steps. Staff work effectively with external agencies who visit the setting to give additional support to children with special educational needs. The staff work closely with these professionals to ensure the best possible outcomes for children and to ensure all children are making steady progress. Staff also build strong relationships with additional early years settings and schools that children do or will attend in the future. Observations and assessments are shared and if necessary meetings can be arranged to discuss children's development. Key persons visit local schools with their children to help them settle, this ensures that children feel safe and their confidence grows in their new surroundings. Younger children show the secure attachment they have with their key person and smile with excitement when they enter the room and seek them out for cuddles or support if needed. Individual routines are always met and staff ensure children are settled down to sleep when needed. Children are closely monitored when they are sleeping and checks of the children are recorded.

Children learn about healthy lifestyles and make excellent use of the outdoor area and equipment on offer to them. Children learn to manage their own personal safety when using a climbing frame. Staff support children but let them make their own decisions as to how they will use the apparatus. This develops children's confidence and encourages children to manage their own risks and keep themselves safe. Older children cooperatively play together when using a large interactive board. They take it in turns to burst the balloons on the screen and work together to achieve the desired outcome as they suggest, 'You can hit them hard or really gently' and 'quick get the blue one.' Younger children also show care and consideration during play. For instance, when washing the dolls in the water tray, children gently use sponges to wash the dolls hair and faces. Children's knowledge of different countries and cultures is also focused on. During group time, staff

discuss with children the different colours of their eyes and explain that although we are all the same, we are also different. Different cultures are celebrated, for example, children listen and dance to Mexican music and use traditional instruments such as maracas. To extend their knowledge, staff provide children with the resources to make enchiladas as part of their tea. Staff explain to children that these are a traditional Mexican food. Consequently, children are emotionally well prepared for their next stage of learning and starting school.

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

The management and staff have a good understanding of the Early Years Foundation Stage and the Safeguarding and Welfare requirements. The setting has clear and concise policies in place, which they update regularly and share with parents so they fully understand the staff's roles and practice. All staff have received child-protection training and are confident in knowing what to do if they have any concerns about a child's safety or welfare. All staff are checked as to their suitability before their employment commences including two written references obtained before an offer is confirmed.

The environment is consistently monitored to ensure it is safe for children. Annual risk assessments are carried out for all areas and the centre's health and safety team carry out termly inspections. In addition to this, daily visual checks are carried out by staff to further ensure the safety of the children. The management team work closely with the staff at the children's centre and the governors. They set long-term goals for the future development of the setting in the form of a centre development plan, which highlights areas for improvement. The management team have also recently completed a self-evaluation form, which highlights the settings strengths. These strategies show the commitment the management and staff have in further developing their practice.

The management team have established procedures for the ongoing support and development of staff. Staff have annual appraisals and the manager carries out observations of staff practice to identify strengths and areas for development. This is then fed back to staff, which helps them to improve their practice. Management show good observational skills and show confidence in knowing how to improve staff's practice. The setting also benefits from five annual inset days in which training previously identified by the management team is carried out. Parents speak highly of the staff and comment on how well their children settled and how happy they are. Parents are aware of their child's key person and feel confident at approaching them if they had any questions about their child. Parents are happy with the information they receive about their child; they are invited to attend parent consultation evenings three times a year. On a daily basis, parents can view different information boards, which gives detailed information about their child's day and they receive a verbal handover from their child's key person.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY363619
Local authority	West Sussex
Inspection number	984900
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	116
Number of children on roll	126
Name of provider	Horsham Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01403 224444

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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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