

# Summerfields Nursery

Summerheath Hall, Summerheath Road, Hailsham, East Sussex, BN27 3DR

## Inspection date

13/11/2014

Previous inspection date

26/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff are skilled at encouraging children to create and think critically to find ways to do things and solve problems.
- Staff use effective strategies, such as everyday routines and activities to promote the children's mathematics skills. This enables children of all ages and abilities to make good progress.
- Staff provide a stimulating and well-resourced environment, and use the space effectively. This means children have lots of opportunities to make choices and develop their independence and learning.
- Staff give clear messages that support children's growing understanding of the importance of exercise and healthy meals. This means children effectively learn to understand the importance of a healthy lifestyle.

### It is not yet outstanding because

- The staff do not always fully encourage all parents to share information on their children's learning at home to promote a cohesive approach to extending the children's learning.
- The nursery does not always extend opportunities for children to use their home language to further develop their communication skills within the setting.

## 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.

## Inspection activities

- The inspector observed children and staff's interaction in all the main play areas of the nursery, including the outside area.
- The inspector spoke to children, staff and parents during the inspection.
- The inspector discussed leadership and management with the manager and administration deputy, and carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including the safeguarding policy, the complaints policy, evidence of staff's suitability and the accident and medication records.
- The inspector held a feedback meeting with the manager and the administration deputy.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

Summerfields Nursery registered in 2004. It is a privately owned nursery. It operates from a community hall in Hailsham, East Sussex. The nursery has access to two main playrooms and a large hall. They also have occasional access to a small room that is set up as a sensory play area. The building has ramp access to the main entrance and outside play area. The nursery provides part-time and full-time care. The nursery opens each weekday during school term times. Sessions operate on a Monday, Tuesday and Wednesday from 9am to 1pm. On Thursday and Friday they operate from 9am to 3.30pm. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 62 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs eight members of staff. Of these, five staff, including the manager, hold appropriate early years qualifications at level 3. Two members of staff are working towards a qualification. One part-time member of staff holds Qualified Teacher Status.

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

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

- enhance opportunities for parents to share information on what their children are doing at home to encourage a fully cohesive approach in supporting children's learning and development
- extend opportunities for children to use their home language in the nursery to support their home language development.

### 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 Early Years Foundation Stage. They use this knowledge to help children to make good progress towards the early learning goals. This helps the children prepare well for school and their future learning. Children enjoy practising physical skills during a variety of activities. For example, they enjoy using tools such as scissors, rolling pins and cutters with increasing control as they explore the play dough. They also learn to increase their muscle strength and coordinate their movements as they ride toy vehicles up the incline in the outside area. Children are very confident and explore independently. Staff encourage children to use their senses to explore a good selection of natural and manmade resources. Children enjoy exploring paint as they make

group pictures of firework displays. They also enjoy experimenting with torches to see how far they shine. Activities such as these encourage the development of their creative skills as well as their understanding of the world.

The quality of teaching is good. Staff use effective strategies, such as everyday routines and activities to promote the children's mathematics skills. For example, they regularly encourage children to count themselves in when singing their songs and rhymes. They also encourage the children to do head counts with them as they move from the outside area. This enables children of all ages and abilities to make good progress in developing their counting skills. Staff consolidate children's growing vocabulary by talking with them about what they are doing and asking them meaningful questions. This helps children to express themselves and share their ideas. Staff also extend the children's critical-thinking skills, so they become confident and independent learners. For example, they encourage children to reflect on their own learning by asking questions such as 'what can we do?' when children indicate that their vehicles have run out of track. Staff use effective strategies to support children who are learning to speak English. For example, they use lots of visual images. However, staff do not always make the most of opportunities for children to use their home language in the nursery to extend their communication and language skills.

Staff use the information from observations well to make sure that children achieve as much as they can. They effectively identify children's starting points and complete regular observations and identify the children's next steps in development. The staff then use this information to plan activities that meet the children's individual learning needs and interests. Staff have recently started to monitor children's progress by linking their observations regularly to the ages and stages of development. They are also now identifying whether children are emerging, developing or have achieved a skill or understanding. This helps the staff to identify and address any gaps that may occur in the children's learning. Staff successfully complete the required progress checks for two-year-old children and share this with parents. This enables them to monitor the children's progress in all the key areas of development.

Overall parents are strongly involved in their children's learning. The staff effectively and regularly share information regarding the children's care, achievements and how learning can be supported at home. For example, they have regular meetings with the parents to share the children's learning journals and consultation sheets. These clearly identify the children's next steps in learning along with ideas and suggestions on how to support them at home. The staff effectively gather initial information from home when the children first attend the nursery. However, the systems for updating this information to support children's learning mainly rely on informal conversations during the times that parents drop off and collect their children. As this time is busy it means that not all parents are effectively encouraged to engage in a cohesive approach to further support their child's development.

There is an effective key-person system in place. This provides good continuity and consistency of care for the children. Staff implement effective strategies to help to settle new children. For example, they encourage parents to participate in settling-in visits. They also encourage parents to use effective strategies such as initially entering the nursery when the main rush at opening times is over. Staff gather detailed information about the children's interests and routines at home. This enables them to have a good understanding of children's individual needs or routines and continually meet them. Children are generally very happy and display strong emotional attachments. For example, they initiate conversations with staff and young children confidently make known their wants and needs, demonstrating they feel comfortable to do so.

The learning environment is effective in helping all children progress towards the early learning goals. Staff provide a stimulating, well-resourced environment and use the space effectively. For example, they separate the children into groups in various rooms at very busy times, such as meal times and before outdoor play. This allows the staff to particularly support the young children's well-being and individual needs. As a result, young children receive the space and time to develop their independence and learning. Staff organise the wide range of resources well both inside and outside the nursery to meet children's needs, promote play, independence and decision-making skills. For example, resources are set out throughout the two main playrooms on low-level tables, on mats and in toy boxes. This effectively supports the children's growing independence.

Staff encourage children to develop good habits and behaviour, considering their own needs and those of others. Staff are friendly, polite and good role models. They use lots of praise and encouragement for children's achievements and efforts. This motivates the children in their learning and development. Staff provide clear guidance to children about what is acceptable behaviour. They use effective strategies, such as choosing two monitors of the day, and discussing and displaying their rules in both inside and outside areas. This helps children to respect and tolerate others as well as develop their self-esteem and understanding of responsibility.

Staff provide good opportunities for children to develop their understanding of safety. For example, they welcome in organisations such as the police who talk with the children. Children also have opportunities to further their understanding through participating in regular fire drills. Staff encourage children to engage in regular routines that promote their understanding of good hygiene. For example, children wash their hands before all their meals and after using the toilet. Children are developing a very good understanding about healthy eating through participating in activities, such as growing their own fruit and vegetables and making homemade soup. They are also able to make choices about what they want to eat and help to serve their snacks. Children are physically active and all children have daily opportunities to play outside. This means they can regularly enjoy fresh air and opportunities to develop their physical skills. Staff successfully help children to understand the importance of physical activities. After children engage in physical exercise activities the staff encourage them to feel their hearts beating. They also discuss how they feel hot and how they should rest if tired. These clear messages support children's growing understanding of a healthy lifestyle.

Staff are effective in helping children prepare for moves into their new schools so they feel

happy and secure. Children are able to discuss and practise dressing up in uniforms that reflect their local school. They also meet their new teachers and discuss the environment and routines of their new schools. Strategies such as these 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 good understanding of their responsibilities in meeting the learning and development requirements and the safeguarding and welfare requirements. There are minor weaknesses in how staff help to extend children's use of their home language in the nursery and in working cohesively with parents to fully support children's development. Arrangements for safeguarding children are effective, with staff having very good knowledge of the procedures to follow when concerns are raised with children or adults. Risk assessments are regularly conducted, reviewed and there is appropriate action taken. For example, entrance doors are locked and staff admit all visitors. Staff fit safety gates throughout to ensure children are supervised in all areas and visitors also have to record their times of arrival and departure when visiting the nursery. Staff deployment is good. Children are within sight and hearing of staff at all times so they keep safe.

The management team uses robust recruitment and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. For example, they implement successful vetting procedures such as obtaining written references and conducting Disclosure and Barring Service checks on all members of staff. The management team also ensures that they implement a six-month probationary period. During this period, the manager continually supports the members of staff and ensures they undergo training in all policies and procedures. This means that staff have a clear and secure understanding of supporting children's learning and care.

The management team has effective systems to evaluate their provision and practice. These help them to inform the nursery's priorities and to drive improvement. They work effectively with the local authority support team, welcoming and implementing ideas and suggestions. For example, they have recently introduced documentation to help staff to identify the characteristics of children's play and identify any gaps in children's development. Further to this, they complete their own ongoing self-evaluation form and have identified and improved areas of learning that need more support. For example, they now actively encourage children to stop and consider the impact of exercise on their bodies. This successfully helps children to develop their understanding of the importance of exercise. The management team values both their staff and parents' views and contributions, and takes account of them, to help drive improvement in their partnership-working and care of the children. For example, as a result of feedback from parent questionnaires, staff have increased parent consultation meetings to one every term. This means information on children's development and progress is effectively shared. The management team and staff have addressed the recommendation raised at the last inspection by introducing a parent consultation sheet. This means there are further opportunities for parents to contribute to the observation and assessment process. In

addition to this, staff have developed the planning further by taking account of children's interests and identifying how they enhance the continuous provision. This means they are able to successfully support children's next steps in learning. Regular supervision meetings take place for staff to enable them to effectively identify training needs and secure opportunities for professional development. This effectively supports and helps drive improvement within the nursery and therefore benefits the children.

Staff provide a very good range of information for parents, which include the nursery's policies and procedures. Parents receive a handbook and notice boards are available, providing good general information on aspects of the Early Years Foundation Stage, as well as details about children's activities. This helps everyone be aware of their responsibilities and what is happening in the environment. Parents are very pleased with the care and learning provided for their children. They say their children settle quickly and their individual needs are met very well. Staff establish effective partnerships with external agencies to support children who have special educational needs and/or disabilities. This makes a strong contribution to meeting the children's needs.

## 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

<b>Unique reference number</b>	EY293942
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	833869
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Valerie Joy Elsbury
<b>Date of previous inspection</b>	26/01/2009
<b>Telephone number</b>	01323 449057

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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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