

Chichester Nursery School, Children and Family Centre

Chichester Nursery School, St. James Road, Chichester, West Sussex, PO19 7AB

Inspection date	20/11/2014
Previous inspection date	Not Applicable

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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The key-person system is working well. Each child has two key people to make sure there is always a familiar adult caring for them and as a result, children feel secure.
- Children's independence is supported well; staff encourage children to make choices in their play and learning.
- Staff provide a good range of toys and equipment that cover all areas of learning and the outdoor area provides children with opportunities to learn in a stimulating environment.

It is not yet good because

- Staff are not always deployed effectively to support children in their play and learning. As a result, some children's learning is not fully encouraged.
- Staff do not always enable children to learn the boundaries and expectations in a consistent way. As a result, some children's behaviour affects others and they are not always supported in understanding the consequences of their actions.
- The provider does not rigorously monitor and evaluate the provision to identify when issues arise such as staff deployment or inconsistencies in teaching methods and managing children's behaviour.

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 completed observations with the staff and children in the playroom and the garden, talking to staff and children when appropriate.
- The inspector completed a joint observation with the nominated person and discussed the findings.
- The inspector met with the nominated person and reviewed documentation such as staff records and children's learning records, and discussed how they monitor and evaluate the nursery.
- The inspector spoke to parents to gain their views of the nursery.

Inspector

Lorraine Sparey

Full report

Information about the setting

Chichester Nursery School, Children and Family Centre registered in 2005 and operates in a purpose built building. The nursery operates from a playroom with a separate garden next door to the maintained nursery. It caters for children aged from six months to three years. The nursery operates Monday to Friday from 8am until 6pm. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A team of 10 staff work directly with the children, all except one are qualified in early years.

What the setting needs to do to improve further

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

- ensure that staff are deployed effectively to enable them to support and extend children's learning
- ensure that staff are consistent in managing children's behaviour by helping children to learn right from wrong and the consequences of their actions on others, as part of the programme for personal, social and emotional development.

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

- review the systems to monitor and evaluate the provision to enable staff to reflect on their practice and be consistent in their teaching methods.

Inspection judgements

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

Staff complete regular observations and use photographic evidence to support them in assessing children's progress in all areas of their learning and development. In general, staff know the children well and are able to plan taking into account children's individual interests and abilities. As a result, children are interested in the activities and are confident to develop their own ideas through child lead play. This supports children learning the skills they need and prepares them for the next stage in their learning or the move to school. Staff show a genuine interest in what children are saying and doing and this enables them to engage the children well. Staff use open-ended questioning to support children's curiosity and promote their independence well. However, at times when staff are involved with individual children or small groups of children, they do not always notice when other children are not sufficiently engaged or their learning could be extended.

Consequently, most children are making steady progress while some are making good progress. For example, staff encourage children to explore oats to find different size and colour bears. At the same time, other children are involved in their own play, are not sharing and this disrupts other children's learning.

Staff gather good information through the home visit about children's starting points in their learning and development. They work closely with parents to enable them to plan for individual children from the onset. There are appropriate systems in place to enable staff to complete the progress check for children aged two to three years. These involve parents in sharing what they know about their children's progress at home, enabling staff to establish children's strengths and any areas they may need help with.

Staff support children's communication and language appropriately. They use sign language to help younger children express their needs for example, if they are thirsty. Children are encouraged to talk about what they are doing during activities. Children confidently count the different colour bears on the dominoes and are beginning to recognise numbers as they explore the game with an adult. Children explain how they want to play the game and find different sized teddy bears to match the number on the card. This supports children's mathematical development. Staff encourage children to sing rhymes and listen to stories, supporting them in learning new vocabulary.

Staff support children's physical development well. There are good opportunities for children to explore and investigate the well-resourced outdoor area and they learn about how they can climb, crawl and move their bodies in different ways. They benefit from being able to move freely between the indoor and outdoor environment.

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

Children feel safe and secure in the nursery because there is a good key-person system. A home visit is completed to enable the key person to start building strong relationships with their key children. Each child has two key persons that support them and liaise closely with their parents and carers. This means that there will always be at least one familiar adult working with them. This builds children's confidence and enables them to build relationships with other children and staff. However, at times staff are not deployed effectively to notice when children's behaviour deteriorates and they are not always considerate to others. For example, at times children snatch toys from other children and are not always helped to learn about the consequences of their actions on others. Children's independence is encouraged throughout the nursery life. They make choices in their play and learning, are encouraged to serve their own food and feed themselves, and put on their own coats when going outside. As a result, children are generally confident and independent learners.

Children learn how to keep themselves safe from an early age. There are resources such as steps with a tunnel and slide that help children learn to use the equipment safely and independently from being young. Staff remind children about helping to clear up the sand or water when it spills on the floor and causes a hazard. Children use a range of

equipment carefully and they follow good hygiene routines to enable them to understand how to keep themselves safe and healthy. The garden is well resourced to enable children to dig and plant, run around, and construct using a variety of materials. This promotes children's physical development and enables them to gain a sense of healthy lifestyles.

Children's behaviour varies. At times children are considerate and play well together and other times children do not always follow the boundaries and expectations. As a result, their behaviour affects others through either physically snatching toys or pushing because they want to get to an activity. When staff notice they are quick to respond and get down to the child's level and explaining why their behaviour is not acceptable. However, on occasions, because staff are not always deployed effectively, they do not notice and do not always establish what had happened prior to the incident. This means that children receive mixed messages and do not always learn right from wrong following the incident, as part of their personal, social and emotional development.

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

Management and staff demonstrate good knowledge and understanding of the safeguarding and welfare requirements. They are all confident to identify possible concerns about a child's welfare and the correct procedures they would follow if they had a concern. All staff place a high emphasis on children's safety and enable children to take controlled risks. For example, in the garden they safely use a wide range of equipment. Children ride wheeled vehicles down a slope and are careful not to bump into each other. Staff respond quickly when the children accidentally spill water to make sure that the environment is safe. There are rigorous recruitment and vetting procedures in place to enable management to ensure that staff are suitable for their role and responsibility. Staff have good opportunities to extend their skills and knowledge through training. For example, all staff update their safeguarding, first aid and manual handling training regularly. There is a clear review and appraisal system in place, which allows staff to identify areas of specific training they may be interested in, such as sign language.

Management monitors the delivery of the learning and development requirements. They complete moderation on all children's learning records and audit how children are progressing to enable them to identify any specific trends in learning for any groups of children. For example, staff and management have recognised that boys need different resources to encourage them to make marks and begin their early writing skills. Management and staff are keen to reflect on their practice and discuss how individual children are progressing during staff meetings to enable them to seek additional help if required.

Staff build positive relationships with parents and carers. They gather good information about children's individual needs and encourage parents to share their children's achievements at home. Parents state that staff 'know their children well' and they like the fact their 'children's independence is promoted' and they are encouraged to 'explore and investigate'. Staff support children with an additional needs well and work closely with

other early years professionals to make sure that children are well supported in the nursery.

There are suitable systems to enable staff and management to monitor and evaluate the provision. They complete an online self-evaluation form that provides them with the opportunity to evaluate all aspects of the service they offer. Parents are encouraged to share their, and their children's, views and any suggestions are valued. However, management has recognised that on occasions, staff are not always consistent in their approach to managing children's behaviour or deployed effectively to meet the needs of all children.

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	EY301600
Local authority	West Sussex
Inspection number	997768
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	35
Number of children on roll	60
Name of provider	Chichester Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01243 642950

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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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