

Treasure Box Nursery

73 Victoria Drive, Bognor Regis, West Sussex, PO21 2TD



Inspection date

Previous inspection date

23 October 2015

11 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership and management of the nursery are effective. Staff's professional development is promoted well; for example, staff are encouraged to attend courses, and disseminate what they learn within the staff team to help improve practice and outcomes for children.
- Partnerships with parents are strong. Staff promote good two-way information sharing to help involve parents in their children's learning.
- Children's personal development is fostered well. Staff provide good support for children's emotional needs. They provide sensitive care, for example, when meeting children's personal hygiene needs.
- The quality of teaching is good. Staff have a good understanding of how children learn and intuitively adapt or change activities to follow children's interests.

It is not yet outstanding because:

- Although the setting regularly checks individual learning and development, there is not a highly effective system to evaluate outcomes for groups of children, especially those for whom English is an additional language, to close any gaps identified in achievement and contribute to children making progress and fulfilling their potential.
- Parents are made aware of the setting's policies when their children start at the setting. However, the manager does not ensure they are fully aware about the procedures followed or any changes made to them.

What the setting needs to do to improve further

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

- evaluate the progress made by different groups of children to help identify further ways to enhance their learning and development
- improve further the system for making parents aware of policies, procedures, and any updates to these.

Inspection activities

- The inspector held a discussion with the manager.
- The inspector had some discussion with parents to gain their views about the setting and their children's experiences.
- The inspector toured the inside and outside of the setting observing the quality of resources and teaching, and the impact these have on the children's learning.
- The inspector sampled relevant documentation used.
- The inspector carried out a joint observation with the manager.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

The members of the management team are good role models and generate a drive for improvement. The physical environment is managed effectively to meet the needs of all the children, to promote their safety and provide a stimulating play space. Parents' and children's views are taken into account when evaluating the provision. Recent improvements have created better use of space and more opportunities for children to practise their early writing skills. The manager ensures that thorough and effective planning provides a targeted and varied programme of learning. Skilled and appropriately qualified staff are deployed effectively to provide vigilant supervision and good support for children's learning. Children's individual progress is monitored and interventions are put in place where a child would benefit from extra support. Safeguarding is effective. Staff are confident about how to identify and deal with any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

A wide variety of resources and activities are used to enable children to experience diversity and learn about the wider world. Staff instinctively provide support and offer challenge to extend children's learning. They know when to play an active role in children's play and when to encourage children to play independently. Children are attentive, keen to take part in activities and enjoy themselves. They show confident communication skills, for example, they describe bread dough that they are rolling, saying, 'It looks slimy', 'Like icing', and 'Like a swimming pool'. Children chat spontaneously to each other about their home lives, for example, telling their friends, 'I've got a cat, but not a puppy', and, 'Mine (dog) is bigger than yours'.

Personal development, behaviour and welfare are good

Staff positively praise children, which helps to boost their confidence and self-esteem. Children enter the setting happily, are keen to play, and know they can choose resources that interest them. Staff model positive behaviour well. Children are polite and behave harmoniously. They learn to respect each other's differences. Children are keen to explore independently and to try new things. Children form strong bonds with all staff and get to know their key person especially well.

Outcomes for children are good

Children make good progress from their starting points on entry to the setting. All children, including those who have special educational needs, receive good support and are well prepared to move on to school.

Setting details

Unique reference number	113800
Local authority	West Sussex
Inspection number	825051
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	46
Name of provider	The Baptist Union Corporation Ltd
Date of previous inspection	11 May 2011
Telephone number	01243 868823

Treasure Box Nursery registered in 1978 and is in Bognor, West Sussex. The setting is open from 8am until 4.15pm, with a half hour closure between 12.15pm and 12.45pm, Monday to Friday, term time only. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. There are six members of staff, all of whom hold qualifications at level 3 or above.

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