

Easebourne Childcare

Easebourne CEP School, Wheelbarrow Castle, Easebourne, Midhurst, West Sussex,
GU29 9AG



Inspection date	13 November 2017
Previous inspection date	3 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children form close relationships with staff. They confidently seek them out for support, reassurance and affection when needed. Children enjoy playing with staff and include them in their play.
- All children make good progress from their starting points. Effective monitoring procedures enables the staff and managers to work together when planning children's learning. They ensure that the correct support and challenge is provided for children.
- The manager and staff have effective relationships with other settings and the local schools that children attend. Two-way communication and sharing of information enables staff to provide a consistent approach to children's learning and provide smooth transitions to school.
- Staff have good partnerships with parents. They include them in their children's learning and value their feedback and suggestions. For example, the nursery now opens earlier to enable parents to drop their children off at the same time as the school. They have also introduced hot lunches to pre-school children, in preparation for their move to school.

It is not yet outstanding because:

- Staff do not always make the most out of some routine times of the day to further develop children's self-help skills or encourage them to manage their own safety.
- Occasionally, staff do not always adapt the activities on offer to involve all children that are present.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their self-help skills and manage their own safety and risks
- enhance the planning of some activities to allow younger children and babies to participate more fully.

Inspection activities

- The inspector observed activities and the staff's interactions with children indoors and outdoors.
- The inspector spoke to the managers and staff at appropriate times during the inspection.
- The inspector tracked some children's development and viewed their development records.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to some parents to gain their views on the nursery and staff.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff receive regular training and the manager cascades information to them during staff meetings to help keep their knowledge up to date. Staff have a good understanding of the procedures to follow if they had concerns about children's well-being and know who to report to. Effective recruitment and induction procedures ensure the suitability of all staff. Regular supervision sessions confirm ongoing suitability and provide staff with continuing support. The manager monitors staff practice regularly. For example, she carries out peer observations and provides feedback to help staff improve their practice. This also helps her identify staff training needs and interests. For example, some staff are qualified to provide specific outdoor learning. This has had a positive impact on the variety of children's learning opportunities in the outdoor area.

Quality of teaching, learning and assessment is good

Staff provide an environment that is interesting and that motivates children to explore. Babies have space to develop their physical skills and show curiosity as they post items through holes and play with cause-and-effect toys. Older children enjoy exploring play dough and use a variety of tools to make marks and create shapes. Pre-school children demonstrate impressive imaginative skills. For example, they include staff in their role play and pretend to be pigs building houses from different materials. Staff support children's literacy skills well. Children confidently retell stories they had heard and work together to achieve their desired goal. Observation and assessment of children's learning is effective. Staff know children well and plan suitably challenging next steps to support their learning and development.

Personal development, behaviour and welfare are good

Staff create a welcoming environment where children feel safe and secure. Children behave well and understand what staff expect of them. For example, they know to use sand timers when sharing resources with their friends to make sure that games are fair and to support them to take turns. Older children independently manage their own care needs effectively. They take themselves to the toilet and wash their hands without adult support. Staff know babies' routines well. They recognise signs of tiredness and follow their routines from home. This helps support their emotional and physical well-being. Children have plenty of opportunities to access the outdoors. They have space to run, use ride-on toys and complete obstacle courses. Other activities include exploring sand and using chalks to make marks.

Outcomes for children are good

Children are confident and are developing the skills needed for their future learning and school. They are developing their communication skills well. Younger children enjoy singing, take part in the actions and they hear a range of different vocabulary. All children enjoy exploring books and taking part in telling stories.

Setting details

Unique reference number	EY466828
Local authority	West Sussex
Inspection number	1069595
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	31
Number of children on roll	45
Name of registered person	Easebourne Primary School Governing Body
Registered person unique reference number	RP520282
Date of previous inspection	3 March 2014
Telephone number	01730815046

Easebourne Childcare re-registered in 2013 following a move to new premises. Easebourne Childcare incorporates Early Days Nursery and Easebourne Owls Out-of-School Club. The premises are within the site of Easebourne Primary School. The nursery is open Monday to Friday from 8.00am to 5.30pm, during term time. There are six staff, all of whom are qualified to a minimum of level three. The manager is qualified to level six. The out-of-school club provides wrap-around care and is open from 8.00am and closes at 5.30pm, term time only. A holiday club also operates for three days a week during school holidays from 8.30am to 4.30pm. The nursery receives funding for the provision of free early education to two-, three- and four-year-old children.

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