



Telscombe Cliffs Nursery School

Inspection report for early years provision

Unique Reference Number	EY218841
Inspection date	07 March 2007
Inspector	Christine McInally
Setting Address	Telscombe Cliffs Way, Telscombe Cliffs, East Sussex, BN10 7DE
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Registered person	Telscombe Cliffs Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Telscombe Cliffs Nursery School opened in 2002. It is run by a voluntary committee and operates from a purpose built building in the grounds of Telscombe Junior School in Telscombe Cliffs near Peacehaven, East Sussex. A maximum of 30 children may attend the nursery at any one time. It is open every weekday during term time from 08:30 to 15:15. All children share access to a secure enclosed outdoor play area.

There are currently 81 children aged from two to under five years on roll. Of these, 46 children receive funding for nursery education. Children attending are representative of the local community. The nursery currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs seven staff, of these, six hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a worthwhile range of activities, which help to promote their good health. They learn about the importance of good personal hygiene and understand why they need to wash their hands after visiting the toilet and before eating food. Good arrangements are in place for dealing with sickness and accidents, minimising the risk of the spread of infection.

Children enjoy regular physical play both indoors and out and extend their physical skills, on a daily basis. A stimulating variety of activities helps children gain increasing control of their bodies, for example, as they pour water from container to container or as they play on the sit and ride toys. Staff have an understanding of Birth to three matters; they use the guidance well to provide a range of physical play experiences for young children.

Meal and snack times are sociable; children sit at the table with their friends and staff. Children experience a range of healthy snacks including plain biscuits and fruit encouraging them to develop healthy eating practices. However, children are not consistently encouraged to pour drinks for themselves and snacks are placed directly on the table. Parents provide packed lunches for the children and there is effective storage for perishable food to prevent spoiling.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy their play in an extremely safe environment where staff are vigilant and use risk assessments extremely well to reduce potential hazards. Space within the well-designed nursery is effectively organised, allowing children to move around safely, freely and independently. Children are enthusiastic explorers when playing outside with a variety of challenging physical play equipment.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Children begin to learn to take responsibility for keeping themselves safe as they practise fire evacuation procedures. They learn about safety through staff's clear and simple explanations as to why a rule is in place, for example, they know not to swing on the chairs as they might fall and hurt themselves.

Children are well protected by staff that have a clear understanding of child protection policies and procedures. There is a clearly written policy which is shared with the parents. All of these measures contribute to the safety and welfare of the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and relaxed in nursery; they readily approach staff for support indicating good trusting relationships. Children arrive happy and eager to participate, enjoying their time at the nursery. Children achieve well because staff are skilled and use their understanding of early years guidance, such as Birth to three matters and the curriculum guidance for the Foundation Stage, to provide good quality care and education. Children show considerable independence and make choices about the toys and resources they want to play with. A wide range of appropriate resources and activities effectively promotes children's development.

Children are interested in the activities available and spend time concentrating on self-chosen activities. Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. Children are offered opportunities to progress in all areas of development. They enjoy continuous play opportunities like construction, small world toys, role play, sand, water and books. Children also participate in structured activities, for example, making papier-mâché planets as part of their project on space.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and the stepping stones. As a result, children enjoy a range of stimulating and interesting activities and experiences. A worthwhile range of relevant activities related to their needs motivates children. They access a wide range of well-chosen resources, which support their progress across all areas of learning. Children are developing an awareness of others' needs and have good self-esteem because staff listen to them and value their ideas and contributions. Children develop a healthy interest in books, they enjoy sharing stories with adults and peers and delight in predictable endings. They are confident speakers and readily share their thoughts and experiences during circle time, staff give good encouragement to the other children to listen carefully. However, there is less opportunity for children to explore writing for different purposes. Children use and recognise numbers in everyday activities; they count confidently to 10, and beyond. They choose number activities during free play and enjoy number rhymes and songs.

Topic work and practical activities arouse children's natural curiosity and develop their exploration and investigation skills. Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer and have opportunities to use cassette players in the listening area. Children use pens and pencils effectively and hold them correctly. Children move confidently showing a good awareness of space and others in both the indoor and outdoor space. Children express themselves creatively using all of their senses to actively explore a stimulating range of new experiences.

As children begin in the nursery staff find out about their skills, interests and needs and build on this information to help them achieve and progress. Children flourish as the balance between adult and child-led activities allows them to learn at their own pace. Plans are detailed and

informative. They offer staff clear instructions as to the learning intention of the activities and include extension ideas for more able children. Staff are encouraged to evaluate the focussed activities they participate in and this information is used to inform the planning. Staff observe the children during free and focussed activities and use their notes to assess children's achievements. This information is used to plan the next steps in each child's learning.

Helping children make a positive contribution

The provision is good.

Children feel good about themselves as staff treat them with respect. They develop self-esteem and confidence as they voice their opinions and make choices and decisions. All children are highly valued as individuals; the good use of information gathered from the parents, and children themselves, when they first start at the nursery helps to meet their needs effectively. Staff have a positive attitude towards diversity. Children are developing an awareness of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. Good use of visual symbols helps bilingual children develop an understanding of the nursery routines. Children with learning difficulties and/or disabilities are very well supported through liaison with parents and other agencies. Children's spiritual, moral, social and cultural development is fostered well.

Children behave well, they are enthusiastic and well motivated; they benefit from the consistent praise and encouragement offered. Staff support younger children in sharing and turn taking. Children learn about themselves and their own capabilities. Staff set consistent boundaries for older children which helps them learn to negotiate with others and take responsibility for their own behaviour. Children gain confidence as staff acknowledge them as important individuals.

Partnership with parents is good. Positive relationships are established with parents through the welcoming approach of the staff and the effective involvement of parents on the committee and as helpers. Parents receive good information on the activities provided and the Foundation Stage. Staff are friendly and approachable they ensure that all parents know how their children are progressing and developing, with regular consultations being held in the nursery. Children's learning is enhanced from this sharing of information between staff and parents.

Organisation

The organisation is good.

Children feel at home and are at ease in the well-organised environment. Children benefit from being cared for by staff that are qualified and experienced in childcare. All staff members have a good knowledge and understanding of children's developmental needs. All children receive good support from a staff group that enjoy their company and know them, well helping them feel secure and confident.

Leadership and management is good. There are systems in place to monitor and evaluate the funded nursery education. Policies and procedures to guide the staff team are in place, and available to parents. These are used effectively to promote the welfare, care and learning of children. Staff and committee members are very aware of their differing roles and responsibilities

and work well together. Staff work well as a team and clear communication and guidance allows them to provide a stimulating well-balanced programme. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and most relevant information available. All aspects of the children's care and learning are discussed with the parents, who are kept well informed of their child's achievements. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the previous nursery education inspection the nursery has introduced focused learning sessions within the daily activities. This provides staff with good opportunities to allow children to explore a range of words and texts with the children, helping to improve their understanding of the written word. Children are being helped to develop a sense of time and space through daily routines and planned topics, such as Journeys. Planning now includes ideas for extending activities so staff have a better understanding of how to challenge older or more able children. Planning has also been extended and all clusters within the early learning goals are included ensuring children's development across all six areas of learning. Parents meet regularly with staff to review their child's development profiles giving them more opportunities to contribute to them.

Following the last care inspection the nursery installed a fire blanket in the kitchen area. The member of staff appointed SENCO (special needs coordinator) has now attended the relevant training. The knowledge and understanding of the role has been implemented within the nursery and the special needs policy has been updated. Both of these measures help contribute to the children's safety and well-being.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the organisation of snack time to develop children's independence and understanding of food hygiene

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to explore writing for different purposes

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk