

Clive Vale Nursery School

Inspection report for early years provision

Unique reference number EY314066
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Inspector Stacey Sangster

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Clive Vale Nursery opened in 1986 and was taken over by its present owners in 2005. It is a privately owned establishment which operates from the ground floor of a large detached house in Ore Vally on the outskirts of Hastings. The nursery serves the local area.

The setting is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are 130 children from two to eight years on roll, of which 85 are in the early years age range. Children attend for a variety of sessions. The setting supports children with special needs and for whom English is an additional language.

The group opens five days a week for 49 weeks of the year. The nursery is open from 8.30 to 17.30 and offers an all day service, as well as morning and afternoon sessions.

There are nine staff working with the children and two staff are responsible for administrative and domestic tasks. All of the childcare staff are qualified to NVQ level 3, two undertaking the NVQ level 4 and one of the staff is undertaking the Early Years Foundation Degree. Another member of the team is currently undertaking a B.A Hons degree in Early Years Childcare The setting receives support from a mentor from the Local Authority.

Overall effectiveness of the early years provision

Overall the effectiveness of the provision is good. Children's care is enhanced and their learning effectively enhanced through the provision of a good range of play materials, the organisation and use of the setting both indoors and out and the skilled interaction of the staff. Good leadership and management and the commitment of the whole staff team, ensure the setting runs smoothly and that the activities planned take the children's needs and interests into account. The nursery is outstanding in relation to inclusion, ensuring that staff analyse and identify the individual needs of every child who attends. Children with special needs are fully integrated with support from the whole nursery, for example all children enjoy and use Makaton, which ensures that children who need to use it as their only or main form of communication are understood and included by their peers. The setting asks for ideas from parents to enhance their service and parents state that they appreciate the flexibility of the service and find the practitioners approachable and very helpful.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- include the comments and observations of parents within the assessment records and extend the information provided to them about how to

- specifically support their own child's progress
- review and amend the written risk assessment, lost child procedure and child protection procedure to ensure that they fully reflect the good practices identified by management

The leadership and management of the early years provision

The owner/manager works closely with staff and the children and as such has a good understanding of how the policies and procedures impact on and support the staff and children. Ongoing reviews of the written information provided to inform parents and guide staff are generally effective in ensuring that the operational procedure documents are updated appropriately. There are however minor discrepancies between the written policies and the setting's practice in relation to the written risk assessment, child protection policy and the lost child policy. These relate to the procedural response to any allegation about staff, the order of events in the event of a child going missing and detailing when items on the risk assessment next need to be checked. The management and staff provided evidence that they have a good understanding of the appropriate procedures to follow and as such there are no concerns around the practices, as these appear sound. The partnership with parents and carers is strong in relation to care needs and is developing steadily in relation to their educational needs. Parents' comments are valued and questionnaires are used to provide formal opportunities to review and assess their opinions and ideas on the service the setting provides. Children's opinions are also canvassed on a less formal basis and all staff are encouraged to be part of the ongoing self evaluation process and make suggestions at any time, if they can see a way of improving the setting. Targets for improvements arising from the evaluations are clearly identified and the details shared so that all can become involved in achieving the desired outcomes. Staff have very good opportunities to develop their experience, knowledge and skills and are encouraged to take up regular opportunities for training and further qualifications. The robust recruitment procedures ensure that staff are appointed who will support the aims and objectives of the nursery and enhance the care that children receive. No un-vetted adults are permitted to have unsupervised access to children and checks to ensure staff suitability are carried out thoroughly and promptly at the start of employment. There are good links with outside agencies to further support and enhance the care of children attending. This works particularly well in regard to children who have additional needs and the positive impact on the children in this group has been considerable. Children are safeguarded well by this setting.

The quality and standards of the early years provision

Children enjoy their time in this setting. They enter the setting with enthusiasm and the greetings between children, staff and parents are warm and welcoming. Children appear relaxed and comfortable. They are able to self select from the many good quality, well maintained and interesting resources as well as joining staff for more adult supported pre-planned activities. Staff are deployed effectively to provide support when needed and are also skilled at standing back to allow

children to attempt new tasks independently where this meets their needs. Children's access to the variety of well planned rooms as well as the outside area, enhances their experience at the setting. Children are able to concentrate and focus on the more complex information technology (IT) tasks in the computer suite as it is quiet and accommodates smaller groups, they delight in the freedom of space in the light and airy conservatory and well designed exciting outdoor space, with its pirate ship, climbing frame and trampoline as well as the quieter vegetable patches and child made dens. The outside area is fully utilised with indoor resources being taken out and lessons such as music and singing routinely taking place outside. Children enjoy discussing the wildlife and squeal with laughter watching the seagulls feet dancing on the roof of the conservatory. The large carpeted room provides a comfortable space for stories, floor play and other table top activities.

Assessment systems in place are well organised and provide a clear and easy way to track children's achievements and general progress. These are used effectively to identify the next steps in children's development and plan activities and experiences which will support children in reaching these. Some parents share details of their observations of their child's achievements at home, but these are not fully documented within the assessment profiles and this reduces the overall picture that the documents therefore can provide, of where children are in their learning. Parents are given good quality information about their children's day and general progress. They are provided with guidance on how to support the children in whole group activities such as bringing items in for topic work, but are given limited suggestions regarding support that would specifically help their child towards the next steps identified for their individual child. There is a good system in place for the exchange of information in relation to care needs which supports the setting and parents well in meeting the children's welfare requirements.

Children's health is promoted and protected appropriately by the routine practices in place, they learn about safety in relation to their use of equipment, environmental hazards, their behaviour etc through activities, books and discussions. Children are encouraged to respect each other's views and beliefs and have opportunities to share details of the celebrations and festivals important to them and their families as well as learning about those which are important to the wider community and beyond. Children are encouraged to be kind, helpful and to ask questions, explore and investigate. They are developing skills which will support them as they move onto school and help them to become positive contributors to their communities.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met