

Telscombe Cliffs Nursery School

Inspection report for early years provision

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Inspector Vicky Turner

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

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 8.30am to 3.15pm. All children share access to a secure enclosed outdoor play area. There are currently 76 children aged from two to under five years on roll. Of these, 53 children receive funding for nursery education. Children attending are representative of the local community. The nursery currently supports a number of children with special educational needs and/or disabilities, and also supports a number of children who speak English as an additional language. The nursery employs 10 members of staff. Of these, eight hold appropriate early years qualifications to at least level 3, one of whom is working towards a Foundation degree in early years. One is working towards level 3 and one unqualified. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Telscombe Cliffs Nursery is an inclusive setting where children play and learn in a safe and caring environment. The setting has established excellent relationships with external agencies and good support from parents means that children's needs are well met. Children make good progress in their learning and development, particularly in language for communication and creative development. The setting continuously evaluates its practices and understands its strengths and areas for improvement have been identified. All recommendations from the previous inspection have been fully addressed which means that the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor learning environment to provide more learning opportunities in all areas to support free-flow of activities
- provide more opportunities to extend children's knowledge and understanding of the world through visits and more visitors to the setting.

The effectiveness of leadership and management of the early years provision

The manager and staff create a welcoming, caring and stimulating environment for children to play learn and explore. The manager is committed to staff development and encourages the staff to up date their skills through training for the benefit of

the children and the staff themselves. Regular staff meetings provide good opportunities for discussions on self-evaluation and improvements. The continuous self-evaluation process has enabled the staff to highlight their strengths and plans for the future are well targeted. These include, more multicultural language within the nursery for children for whom English is an additional language, to encourage more parental involvement in their children's learning journeys and for staff to become more familiar with the letters and sounds pack. There are plans to develop a nature area with opportunities for bird watching. The setting has addressed all the recommendations from the previous inspection. The introduction of a snack bar which is open for an hour each session means that children can access snacks as and when needed. As a result, they have become more independent. The setting has provided a wide range of equipment for mark-making both indoors and outdoors which is already having a positive impact as children are more eager to write at every opportunity.

The setting is very well-resourced with high quality resources that meet safety standards. Resources and equipment are suitable for the age of the children and are accessible by all. Staff are effectively deployed around the room to offer support with play and encourage children to participate in activities. Staff expertise in various areas ensures quality support in various areas of learning. A good ratio of adults to children means that children are very well supervised at all times.

Parents receive a copy of the complaints procedures in their children's welcome pack. All complaints are promptly dealt with. A wide selection of dressing up clothes from different cultures, multicultural dolls, disabled small world multicultural people and puzzles support children's awareness of differences. Topic work on homes developed children's knowledge and understanding that different people live in different homes. The excellent partnerships with external agencies means that children with additional needs are well-supported. Good partnerships with parents ensure that information is shared which enables key persons to plan more effectively for individual needs taking into consideration the children's interests.

Clear policies and procedures ensure that safeguarding meet requirements. The manager is the designated child protection officer. Three members of staff are trained in child protection and understand procedures to be taken should they have a concern. All adults are Criminal Record Bureau (CRB) checked and vetted to ensure that they are suitable to work with children. Annual risk assessments and daily safety checks ensure that children learn and play in a safe environment. Fire drills in conjunction with the school ensure that children understand the procedures for vacating the premises in case of a fire. The staff take effective measures to prevent the spread of disease and minimise the risk of infection.

The setting has established excellent links with external agencies such as the speech and language therapists, school nurse, and occupational health. The Quality Inclusion and Support Officer supports with planning. The staff attend termly cluster meetings with other local nursery providers and reception teachers to share good practice. Meetings to discuss transition are held with other nurseries. Engagement with parents is good. Communication via monthly newsletters, the website and verbally means that parents are kept well informed about the setting's

activities. The 'suggestion box' enables parents to make suggestions anonymously. The annual 'Parent's Voice' questionnaire offers parents the opportunity to contribute to their children's learning journeys. Parents can speak to the key person before or at the end of sessions and are invited to parents' evenings three times a year. Parents feel that the staff are 'exceptionally good with the children' and 'the children are well prepared for transition to primary school'. However, opportunities for developing children's knowledge and understanding of the world are restricted particularly from visits to places of interest and by seeing visitors the setting.

The quality and standards of the early years provision and outcomes for children

Learning journeys indicate that children enjoy their experiences at the setting and the majority make good progress in their learning and development. They exceed age-related expectations in language for communication and creative development. Key persons observe and track children's progress and areas of weaknesses are identified and planned for in their next steps. Activities are planned around children's needs and interests. Parents are given the opportunity to contribute to the activity plans. There are plenty of opportunities for children to think critically, express their ideas, and explain how things work through the skilled adult questioning.

The staff are committed to protecting and safeguarding the children and follow strong effective policies and procedures that are in place. The premises are very secure. The door remains locked at all times and visitors are checked and signed in and out of the nursery. Children are taught how to keep themselves safe and follow routines and simple rules which keep them safe. They learn about road safety through role play in the playground where they practise the green cross code. The walking crocodile helps children stay safe when they go for a walk or when they are collected from school. Visitors to the setting such as fire officers and police community support officers, support learning about safety.

The setting promotes healthy eating and children are encouraged to make healthy choices at snack time. They choose from a range of fruit and vegetables and milk or water. They are encouraged to try different types of foods. Children's dietary and medical needs are well met. Children follow hand washing routines before food, after visiting the toilet and after outdoor play. Children engage in active physical play outside. A wide selection of wheeled toys such as cars, scooters, tricycles, scooters, a trampoline and the rota gym, offer great opportunities for developing gross motor skills. However, learning opportunities to support other areas are in the early stages. Wet weather suits, spare wellies and coats means that children can play out in all weathers.

This is a setting where children have a 'voice' and are listened to by the adults. Relationships are particularly good and children are comfortable and relaxed with their adults. They are aware of the golden rules and expectations and therefore behave exceptionally well. They play well together and are encouraged to build relationships and make friends through participation in group work, games and

turn-taking activities. Children are confident to make choices and eager to participate. They share and show concern for each other. They have established good routines and are very well prepared for their transition to the primary school. Children are encouraged to participate in sponsored events, to raise money to buy toys and equipment for the nursery. They contribute to the wider community, by raising money for 'Children in Need.'

There are plenty of opportunities for speaking and listening through carpet sessions, news and 'show and tell'. Preston, the nursery bear encourages children to talk by sharing stories and their adventures with Preston. They talk about things they have done with Preston at home. For example, 'Preston came to stay at E's house. On the way, we stopped at the ice-cream truck and picked an ice-cream to share with Preston.' Children are proud of their work on display. They listen to stories and rhymes on the CD player which they access independently and can record their own voices. They listen attentively to a story 'We're going on a Bear Hunt', and thoroughly enjoy joining in with the chorus. The mark making table and a range of new mark making equipment motivate children and provide exciting opportunities for making marks both inside, outdoors and in the role play area. Number rhymes, practical activities, number puzzles and calculators, provide opportunities for developing problem-solving and numeracy skills. Children have access to two computers, remote control cars, talking point buttons for recording their voices, calculators and three digital cameras. They develop good mouse control, sharing and turn-taking skills.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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