

Early Years Nursery

Inspection report for early years provision

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Inspector Clementina Ogunsanwo

Setting address Early Years Nursery, Glyne Gap School, Hastings Road,
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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

Early Years Nursery at Glyne Gap School opened in 2005 at the current premises and is run by Bexhill College. The nursery is integrated with the nursery department of Glyne Gap Special Needs School. It operates from a purpose built provision within one main area which is divided into separate play areas. There are also facilities for staff, a main kitchen, toilet area and a small play room. There are two pods, one for soft play and the other for sensory play. A maximum of 30 children may attend at any one time. The group opens five days a week for 48 weeks a year. Opening times are from 8am until 6pm. All children share access to a secure enclosed outdoor play area. There are currently 49 children on roll all of who are within the early years age range. Of these, 29 children receive funding for nursery education. Children come from a wide catchment area. The setting is registered on the Early Years Register and both parts of the Childcare Register. The setting 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 setting employs seven staff. One member of staff has a certificate in Early Years Diploma (Level 4), five members of staff have a National Vocational Qualification at Level 3 and one staff is working towards the same qualification. The nursery maintains positive links with the nearby school and the children's centre which facilitates a good exchange of valuable information for the care and education of the children. A disabled ramp facilitates easy access for children with disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Early Years Nursery at Glyne Gap School is a good nursery. Children's learning and development is promoted well in a stimulating and harmonious learning environment. Staff actively promote the inclusion of all children in the range of activities, use of equipment and outdoor visits. Parents and carers are happy and confident about the quality of care and support their children receive as shown in one comment by a parent; 'Brilliant, my child likes coming here and has settled quickly, staff are friendly and helpful'. The nursery is very well resourced and has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to develop practical problem solving and calculating skills in order to ensure that all children make as much progress as they can
- develop further the use of the outdoor provision to extend children's outdoor learning opportunities.

The effectiveness of leadership and management of the early years provision

The strong leadership and management ensure that policies are well maintained and regularly reviewed. Safeguarding procedures are outstanding and risk assessments are carried out on a regular basis to protect the children. The premises are safe and the well managed access to the nursery ensures the safety of the children. Managers actively review safeguarding systems such as the recent review of safety procedures to further safeguard the children.

The nursery's positive links with the local authority's early years framework has facilitated the clear identification of the setting's strengths and areas for development. Subsequently, self-evaluation is good. Staff's good access to training programmes, support from external agencies such as the local Speech and Language Centre in addressing the needs of children with special educational needs and/or disabilities and the good performance management systems are key factors in driving improvement, promoting inclusion and ensuring equality and diversity. Partnership with others is outstanding. The nursery's strong links with the children's centre facilitates the early intervention and timely support for children with special educational needs and/or disabilities.

Staff work well as a team which ensures consistency of approach in the care and education of the children. The nursery is well resourced and makes effective use of resources to promote children's learning opportunities. Children use the outdoor environment for creative, writing and role play activities. However, the potential of the outdoor as an active learning resource is not maximised. Leaders have promptly identified the outdoor provision as one of the priorities for improvement.

Partnership with parents is outstanding. The nursery maintains positive links with parents which enhance the continuity in children's learning. Parents' active involvement in the ongoing assessments of their children's progress assists staff in addressing the individual needs of the children well. They are regularly informed of the nursery's activities and events through weekly diaries.

Planning is detailed and covers all areas of learning. Staff use information from their ongoing assessments of children well to plan a wide range of interesting activities that sustain the children's interest. For example, staff plan activities, games, local outdoor 'teddy bear hunts' and gardening activities which are helping to develop children's knowledge and understanding of natural features and the world around them. Behaviour is good. Leaders have effectively addressed the issues identified during the previous inspection.

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

The nursery provides a wide range of enjoyable activities which engage the children's interest for extended periods. Children enjoy and enthusiastically undertake the activities provided. They confidently approach staff and respond

positively to the individual staff who care for them. This is evident in the lively conversations, the high quality interactions between children and staff which help in creating a happy learning environment. Staff's active involvement in the regular music and movement sessions and active discussions during tasks such as modelling with clay to make 'teddy bears' provide the children with meaningful learning opportunities. Children have exciting opportunities to learn through stimulating and interesting range of activities which allow them to explore and learn about the environment. For example, they pick up frogs during their regular outdoor visits and have fun during games to explore animal sounds. Purposeful activities during circle time sessions to identify the initial sounds of their names and to take turns in expressing their views are helping children to develop listening and speaking skills. Although children undertake counting activities and explore the concept of shape and measures, the range of activities provided does not provide sufficient opportunities for the children to develop problem solving skills that would stretch the more able.

Staff carefully use the information from previous assessments of what children know and can do to plan activities that take them to the next stage in their learning. Therefore, pupils make good progress towards achieving the early learning goals. The celebration of cultural activities which include group Chinese painting is helping children to develop awareness of other cultures. Staff make good use of discussions to develop children's knowledge of diversity and importance of developing sensitivity to other children's needs and feelings. The regular use of Makaton signs and staff's good use of a visual timetable facilitates the social integration of all the children including the children with special educational needs and/or disabilities. Behaviour is good. Children play well together and are happy to share resources and equipment. Staff support the children well during activities which assist the children in having fun as they learn. Children's increasing levels of independence are evident as they wash and dry their hands after activities and put on aprons with minimal assistance. They make positive contribution through clearing up equipment after use and helping to fetch resources. Staff supervise children well during activities which promote their safety and well-being. They are developing awareness of safety through discussions about keeping safe during the regular outdoor trips. Children have continual access to clean drinking water and are provided with a healthy selection of fruit, milk and water during snack times, which is an enjoyable social event.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	2
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