



Early Years - Glyne Gap

Inspection report for early years provision

Unique Reference Number	EY302014
Inspection date	17 January 2006
Inspector	Alison Weaver
Setting Address	Glyne Gap School, School Place, Hastings Road, Bexhill-on-Sea, East Sussex, TN40 2PU
Telephone number	01424 223707
E-mail	
Registered person	Bexhill College
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?

Early Years Nursery 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 with 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 5 days a week for 48 weeks of the year. Opening times are from 08.00 until 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 38 children from 2 to under 8 years on roll. Of these 25 children receive funding for nursery education. Children come from a wide catchment area. The setting currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The setting employs seven staff. All of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through the effective reinforcement of everyday routines, including hand washing after messy play and after using the toilet. The procedures carried out consistently by staff ensure high levels of cleanliness that help prevent the spread of infection amongst the children. This includes good procedures for nappy changing, and keeping face flannels clean. Children are helped to understand that brushing their teeth after meals helps them keep healthy.

There is a very high level of first aid trained staff, which ensures that a child receives appropriate care in the event of an accident. Staff ensure they obtain training if any form of specialist medication is needed for individual children. Information, about children's individual health concerns, is available to all staff to enable them to meet their needs.

Children learn about the importance of healthy eating through planned topics and meal times. Children choose from a selection of healthy snacks. The cook works closely with the staff to ensure that children's individual dietary needs are met. She plans and provides a balanced and nutritional diet. The meals are freshly prepared and include fresh vegetables. The readily available drinks ensure that all the children do not become dehydrated.

Staff provide a broad range of activities, which effectively promote children's health, both emotionally and physically. Staff interact well with the younger children and encourage them to express their feelings. Younger children receive good support from staff as they learn to control their bodies and develop their physical skills, particularly in the soft play areas.

Children enjoy plenty of opportunities where they gain and develop physical skills such as climbing, jumping, and balancing. They show good co-ordination, moving confidently and safely. They enthusiastically explore different ways of moving using their bodies. Children skilfully climb up scrambling nets, slither down large slides, and

manoeuvre over rollers. Their fine motor skills develop well as they use a wide variety of tools and equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a secure, safe, and exceptionally child friendly environment. The whole area is very well organised with different safe play areas for the children, including a soft play pod and a sensory pod. The building is well maintained and the outdoor area is checked daily to ensure that it is safe for use. Staff regularly assess risks and have a very good awareness of how to keep children safe. Overall, staff are very vigilant as numerous visitors come in and out of the building.

Children play and move around the building safely. This is especially evident with children using mobility aids. All children access only those areas that are suitable for them, other areas such as the kitchen are not accessible to them. This enables children to explore and develop their independence without the risk of harming themselves.

Children are well supervised, particularly when they go to different activities in the Glyne Gap main school building. When using the large soft play area, staff ensure that there are sufficient adults to support the children on both floor levels. Children learn to keep themselves safe as they move around the school site. They know that they need to look and listen as they cross the driveways.

Children enjoy playing with a wide range of very good quality equipment that is appropriate to their age and stage of development. The equipment is in good condition and attractive to children. Some of the storage used allows children to have independence in choosing toys and equipment without adult help. Other equipment has to be stored out of reach of some of the children who could be harmed if they were able to access it easily.

The provision has all the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff know how to act in an emergency to protect children from a fire. All staff are very knowledgeable about child protection and are fully aware of what to do if they have a concern about a child. This knowledge is regularly updated by further training to ensure that all staff can identify signs and symptoms of abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and independent. They enjoy their time in the setting and are interested in the activities that are available. They thoroughly enjoy the opportunities they have to use the facilities in Glyne Gap school such as the large soft play area and the sensory garden.

Staff have started to use the Birth to three matters framework to plan meaningful

activities for children under three. They are still in the process of implementing an effective way of recording younger children's progress which relates to this framework. Young children enjoy many activities that stimulate their senses including using the sensory pod where they experience different lights and sounds.

The children achieve well because staff are very caring and supportive. Adults spend time playing and talking with children, helping them learn and develop. Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. All children enjoy plenty of opportunities to develop their social skills. They relate well to each other and to adults.

Nursery Education

The quality of teaching and learning is good. A well-balanced curriculum ensures children have a wide range of experiences that supports their learning in all areas. Observations identify children's stage of learning and these are used to complete the records of their progress. Staff know the children well and use the records of achievements to informally plan the next steps for each child.

Staff adapt activities to take into account individual children's abilities, although this is not indicated in the written plans. They use good open-ended questions to encourage children to think and express themselves. In general, staff use the resources well to support children's learning. However, some of the resources available for free play in the 'Sunshine Room' lack challenge.

Children's independence develops well as they see to their own needs such as self-registering as they arrive, putting on coats and visiting the toilet. They develop good relationships with peers and adults. They learn to share and take turns when playing together. Several children show concern for others, for example, as they help escort younger friends to a different area of the building. They show good manners as they thank others for their help.

Children communicate very effectively, showing a very good use of vocabulary. They learn quite difficult new words such as 'extinct' and 'carnivore'. They talk openly and confidently about their families and their experiences. They enjoy looking at books and listening to stories. Children write with increasing skill. They recognise letters and have fun looking for the same letters around the room. The limited wall displays slightly restrict this enjoyable learning experience. They are developing a good understanding of the sounds of letters and can suggest objects that start with the same sound.

There are many opportunities throughout the day for children to develop their understanding of number, calculation and shape. They confidently count and recognise many numerals. As with letters, the lack of visual displays limits children's opportunities to find numbers and shapes. They regularly explore measuring as they take part in cooking activities and complete topics such as 'All About Me'.

Children learn about the wider world from visitors such as a doctor, dentist, and milkman. They enjoy celebrating different festivals and learn about how others live. They regularly use information technology for example, as they draw pictures using

the computer and print their work. They explore different materials and objects. Children use different tools such as scissors, hole punches, and staplers. They enjoy woodwork activities. They find and observe mini-beasts in the sensory and wild gardens.

Children express themselves creatively through a range of mediums. They paint, draw, and make collages that represent their experiences. They enjoy music and join in enthusiastically when playing instruments. They respond excitedly during the drama sessions, making 'wind' with scarves and 'rowing' their boat. They become captivated by the activity and all take part in the actions.

Helping children make a positive contribution

The provision is good.

Staff value children as individuals and meet their needs well. Children from a variety of backgrounds are welcome in the setting and staff acknowledge and respect differences. Staff ensure that children have access to a variety of resources that represent the wider community. These resources and the planned topics help children develop a positive attitude to others and learn about the world around them. The setting has very effective arrangements in place to care for children with special educational needs. Staff support these children exceptionally well and give them excellent care.

Children behave well and respond positively to staff. They begin to understand acceptable behaviour through good staff interaction. Children learn to play together happily and the staff are good role models. Children benefit from a lot of praise and encouragement from staff. Spiritual, moral, social, and cultural development is fostered.

Partnership with parents is good. Children benefit from good parental involvement as they settle into the setting. Staff gather relevant information on the various forms so they can give appropriate care to each child. The good use of displays and notice boards in the lobby keep parents informed about general childcare issues and about the curriculum activities. They receive helpful verbal and written information about the Foundation Stage, which gives them a good overall picture of what children are learning.

Parents and staff work together as they share information about children's individual progress and development, particularly at the regular consultations. Staff produce regular written reports on each child so that parents know how well their child is progressing towards the early learning goals. Parents have some opportunities to formally contribute to children's ongoing assessments and to extend learning at home although these are not always fully exploited.

Organisation

The organisation is good.

The setting is well organised and space is used effectively for the children. Staff group children appropriately and supervise them well. Children benefit from being cared for by a very high level of qualified staff. The setting meets the needs of the range of children for whom it provides.

There has been considerable change to the nursery in the last year, with a move to the current premises and the integration with Glyne Gap School. The established staff team have worked well together to support the children in the move. They work closely with school staff to provide consistent care and practices throughout the setting.

All the required documentation, which contributes to children's health, safety and well-being, is in place. A thorough recruitment procedure is in place, which ensures that staff are suitable to work with children. The ongoing development of staff is promoted through effective induction and appraisal systems. These ensure that staff understand their role and know how to support children in their play and learning.

The staff keep well informed about current childcare practices through ongoing training and good management support. They work closely as a team and all are included in the planning and decision-making. The policies and procedures are consistently applied by staff, which helps contribute to the smooth running of the setting. The complaints policy is out of date, as it does not reflect the recent changes to the National Standards.

Leadership and management are good. The staff are committed to continuous improvement and development of the nursery education provision. Evaluation of activities is carried out to identify areas of improvement. Staff monitor and evaluate the overall provision for education to ensure that children benefit from attending the setting. Good use is made of action plans to develop and improve the setting.

Improvements since the last inspection

Since the last nursery education inspection the setting has effectively addressed the key issue raised. They have created a computer area where children have frequent opportunities to make use of technology. They also explore other forms of technology including the use of the roamer.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

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 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):

- continue to develop the use of Birth to three matters and the recording of younger children's progress and achievements
- update the complaints policy to reflect the new changes to the National Standards.

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):

- continue to develop and promote opportunities for parents and carers to contribute to children's learning and assessment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk