

Cockleshell Neighbourhood Nursery

Inspection report for early years provision

Unique reference number EY284617
Inspection date 15/11/2010
Inspector Suzanne Stedman

Setting address Southend Adult Community College, Ambleside Drive,
Southend-on-Sea, Essex, SS1 2UP
Telephone number 01702 614171
Email cockleshell@pre-school.org.uk
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

Cockleshell Day Nursery is part of the Cockleshell Children's Centre and is run by the Pre-School Learning Alliance. It opened in 2004 and operates from purpose-built two-storey premises at the rear of Southend Adult Community College in Southchurch, Essex. All children share access to a secure outdoor play area. A maximum of 69 children may attend the nursery at any one time. The nursery opens five days a week all year round, excluding Bank Holidays, and for a week at Christmas. Operating times are from 8am to 6pm.

There are currently 121 children aged from six weeks to five years on roll. Forty four children receive funding for early education of whom eight are two- to three-year-olds and 36 three- to five-year-olds. Children attend for a variety of sessions or for full day care. The nursery serves the local community and surrounding areas. The setting supports children who have special educational needs and/or disabilities or who have English as an additional language.

The nursery employs 30 staff of whom 28, including the manager, hold appropriate early years qualifications. There are three staff currently working towards further recognised early years qualifications. The setting receives support from the local authority.

The provision is registered by Ofsted on the Early Years Register and 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.

Children are very happy, relaxed and settled in the welcoming nursery environment. They enjoy a varied range of activities and learning experiences which effectively help them to make good progress across all areas of their learning. The outdoor area is well used with children spending a good proportion of their time outside, however this area is not currently used to incorporate all areas of learning. The nursery have identified in their self-assessment form that this is an area for development. Parents are valued as partners in their children's learning and close links with local schools enable a smooth transition for children as they progress into full-time education. Effective systems for monitoring and evaluating the provision enable the registered person and staff to identify areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop use of the outside area to incorporate all areas of learning

- develop resources and activities to promote similarities and differences.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as robust recruitment procedures are in place to ensure that all adults having access to children are suitable. Staff members have a firm understanding of the safeguarding procedures and attend relevant training to update their knowledge. Comprehensive risk assessments are carried out repeatedly, ensuring that potential hazards to children are identified and appropriate action is taken. As a result, children play in a safe and secure environment where their safety is given high priority. Staff are appropriately deployed throughout the sessions to ensure that children are well supervised in all areas. All the required documentation and children's assessments are in place and kept to a good standard.

All staff are suitably qualified and experienced. They are highly motivated and work together well as a team. They have a good understanding of the Early Years Foundation Stage and of how to support children's development successfully. They act as good role models, use effective teaching methods and offer children lots of praise and encouragement. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. Children are valued as individuals and their choices and contributions respected. They have opportunities to learn about different cultures and traditions, although there are limited activities and resources relating to similarities and differences.

The environment is planned to be stimulating and welcoming to children. Furniture, toys and equipment are of good quality and are well organised to enable children to play in comfort and safety and to make real choices in their play. This develops their independence and decision making. Parents receive good information via the notice board, sharing of the children's learning journeys and in conversation with the key workers and staff. All parents spoken to were very pleased with their children's care and education. This was supported by additional correspondence. One parent said that her child had developed into a confident individual. Parents provide detailed information before their children start at the nursery to enable staff to gain an understanding of children's needs, abilities, likes and dislikes. Parents are able to speak to staff on a daily basis. The nursery provides parents with the opportunity to understand the Early Years Foundation Stage by offering them the opportunity to participate in a playing and learning together course. The nursery has formed good links with outside agencies and other settings delivering the Early Years Foundation Stage.

The manager and staff use self-evaluation systems to reflect on their practice. Strengths and areas for improvement have been highlighted and the setting recognises the importance of ongoing evaluation to further enhance the quality of the provision for children.

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

Inside the children are provided with an interesting and motivating range of activities on a daily basis which cover all areas of children's learning and development. However the outside activities do not currently incorporate all areas of learning and so learning in the outdoor environment is limited. Staff skilfully allow activities to move on as the children develop and become engrossed in their own ideas. Planning is balanced across all areas of learning and focuses very much on children's interests which ensures activities are meaningful and children are actively engaged. Staff know the children well and effectively support children's learning through their active play and exploration. They promote learning by asking questions. For example when asked 'what animals are really big?' the child replied 'a really big mouse, an enormous mouse'.

Children communicate confidently with staff, who listen attentively. The story time is a very good use of a social occasion with children interacting and adding their own interpretation of the story, all taking turns. They have great interest in watching the African snails and helping to care for them. Children enjoy books as they sit in the cosy book corner and they use mathematical language as they put straws into birthday cakes made with play dough. Children are praised frequently for their efforts and achievements, promoting their self-esteem. They are becoming independent learners as they eagerly select resources and initiate their own games. Children are involved in choosing forthcoming activities as staff sensitively listen to their ideas and ensure resources are provided for the next session. Children are very involved in the local community, visiting the local park to watch the ducks, geese and terrapins. Children enjoy being creative as they make snowmen with glitter and sand.

Children are developing a good understanding of how to keep themselves and others safe whilst inside and outside the nursery. Children are offered healthy food and are able to help themselves at lunch time promoting choice and independence. Children manage their personal hygiene routines well with free access to the toilets and wash basins. They enjoy energetic games in the outside area and action rhymes inside. Children behave well because they are motivated and busily occupied. Staff provide good role models and help children to share and take turns. Positive activities are shared as children help to clear away at the end of the session. Children are learning good skills for the future as they learn to be independent, form relationships and progress in their learning and development.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
The extent to which children adopt healthy lifestyles	2
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

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