

Robin Hill Nursery

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Alison Weaver
Setting address	23 Fairfield Road, Eastbourne, East Sussex, BN20 7NA
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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

Robin Hill Nursery opened in 1989. It operates from the ground and first floor of a large house in a residential area of Eastbourne. The group opens five days a week all year round. Opening times are from 8.00am to 6.00pm. All children share access to a secure enclosed outdoor play area. There are steps in the outdoor area and to access the first floor playrooms.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time. There are currently 110 children on roll in the early years age range. The provision provides funded early education for three- and four-year olds. The provision also provides out of school care for children aged under 12 years, from 3.00pm to 6.00pm and all day in school holidays. All children share access to a secure enclosed outdoor play area.

Children come from a wide catchment area. 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 10 staff. All of the staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a wonderful time at the setting and thoroughly enjoy playing with their friends at the different fun activities. Overall, good quality planning and assessment ensures that every child makes good progress in their learning and development. Children's individual health, safety and welfare needs are effectively met and supported by strong links with parents and other providers. The environment is largely managed well and the good range of high quality resources enable staff to promote children's learning and development. The setting is committed to reflective practice in order to identify areas for development that will continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the use of the assessment system and identification of next steps for each child in planning relevant learning experiences that are tailored to meet their individual needs.
- review procedures for the use of the toilet and nappy changing areas to

promote children's privacy and meet their individual needs

The effectiveness of leadership and management of the early years provision

There are robust systems in place for safeguarding children at the setting. Staff show a good knowledge of how to recognise possible signs of abuse or neglect and are clear about their responsibility to report any concerns they have about a child. All new staff undergo thorough checks prior to appointment to establish their suitability to work with children. The setting is kept secure and safe for children to help prevent them coming to any harm. Staff supervise the children well at all times. Children are taught to be safety conscious whilst moving around the setting and learn to play safely with the toys. All toys and resources are kept in good condition and are suitable for the children present. Robust risk assessments and daily safety checks are also used effectively to help keep children and adults safe.

Overall, the setting is used well to support children's learning and develop their independence. The environment is colourful, welcoming and stimulating for the children. However, although much improved since the last inspection, there remains a concern about the lack of privacy in the toilet areas for the younger children.

Staff ensure they have a good knowledge about each child's background and needs. They work closely with parents and other professionals to ensure that these needs are met and every child is helped to achieve. Staff identify and access any additional support needed for a child. Management is fully aware of issues of accessibility in the setting and takes the necessary steps as these issues arise. The setting is also establishing strong links with other providers who share the care and education of individual children in order to provide continuity for the child.

The setting forms very positive relationships with parents. They are regularly asked for their views and these are used to inform important decisions about the provision and to improve safeguarding procedures at the setting. Parents are kept well informed about the provision through a wide variety of helpful information and displays. Regular parents' meetings are used for parents to receive more formal feedback about their child's achievements and development. The management is keen to develop this partnership further and has ongoing plans to encourage parents to extend and support learning at home.

The staff team works well together and shows a common sense of purpose of helping all children make good progress. Ongoing staff training and regular appraisals encourage staff to strive for improvement and improve the provision for children. Good use is made of external advice and training courses to review and develop areas of the setting including the use of the outdoor area and the organisation of snack times so that children benefit.

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

Children arrive happily and quickly find toys they want to play with. The play rooms are set out well for the children as they have easy access to a wide range of interesting and challenging activities. Children also independently choose other toys and resources from the low storage. They thoroughly enjoy the opportunities to explore different materials and take part in craft activities. They spend a long time concentrating at these activities and sing to themselves as they happily spread and mix the paint on the paper. Children have fun playing together with different construction materials, making houses and talking about sizes. They learn to problem solve as they work out how to fix the pieces together to make a roof. Children show they are very confident speakers as they talk animatedly about what they have made and hold conversations using the play figures.

Children are developing good skills at negotiating as they join in activities together. They learn to share and show concern for others. They build very good relationships with one another and with adults. They show a strong sense of safety and security as they readily approach adults to share experiences and ask for help. Their understanding of safety issues is developing well through good interaction by staff, for example, as they remind children of what will happen if they go on the slippery floor with the play shoes.

New children are given very good support by staff to help them settle. They are sensitively encouraged to take part in activities at their own pace and this enables their confidence to build quickly. Children's individual achievements are celebrated and results in them having good levels of self-esteem. They make good progress in developing skills for the future and personal qualities that enable them to take responsibility for small tasks such as tidying away a toy after they have finished playing with it and washing up at snack times. Children also have access to a variety of simple technology and other opportunities that help them learn about the wider world. Their individual backgrounds are acknowledged and all children are helped to respect diversity through planned activities and the good use of displays and labelling.

Children are suitably challenged by the learning experiences provided and by effective interaction by staff. Overall, there are good systems in place to observe and assess children's progress towards the early learning goals. However, the process for the identification of individual children's next steps for their learning and their use to inform the written plans is not always used systematically so that all staff know which children need support or additional challenge at an activity.

Children's health is promoted well at the setting. They eat healthy snacks and meals and have easy access to drinks when they get thirsty. They adopt good personal hygiene routines and have regular opportunities to play outside in the fresh air and take part in physical exercise.

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