

Bluebell Hill Children's Nursery

Inspection report for early years provision

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Inspector Christopher Mackinnon

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Bluebell Hill Children's Nursery is one of two nurseries run by Chantry Childcare Ltd. It opened in 2007 and operates from a converted house in the St. Anthony's area of Eastbourne, East Sussex. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years register. A maximum of 62 children in the early years age group can attend at anyone time, of these 21 may be aged under two years. There are currently 130 children in the early years age group on roll. The setting receives nursery education funding for 3 to 5-year-old children. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. There is a staff team of 16. Most staff have level three early years qualifications and two staff are working towards early years professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is well organised. The confident and well trained staff successfully promote children's development. Children have access to an excellent and stimulating range of resources and play materials. A highly organised programme of activities and continual assessment ensure children make excellent progress in their learning. The quality of teaching and promotion of children's social confidence is exemplary. Staff work effectively with parents and other carers. The nursery make consistent use of self-evaluation to promote improvement, for example, improving the outdoor play area.

What steps need to be taken to improve provision further?

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

- improve and make fuller use off all parts of the outdoor play area, ensuring it is kept tidy and all unused areas made available for children"s play and learning

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded. All staff have a comprehensive awareness of safeguarding practice. They are well trained and experienced in safeguarding procedures and are fully aware of the process to follow if they have a concern.

There is a strong commitment to continuous professional development. A high proportion of staff have level three qualifications and two senior staff are currently training towards early years professional status.

The manager and senior staff are well motivated towards improvement. For example, a current initiative in place is to promote stronger links and engagement with parents. Regular staff meetings and in-house appraisals are used to formulate the nursery's ongoing action plan, which promotes continuous improvement. Areas for further development are clearly identified in the nursery's detailed self-evaluation documents. Recent development of the outdoor play area provides the provision with many good and engaging resources. However, there are parts of the outdoor play area that are untidy and unused. This limits the full scope of children's play and learning opportunities outdoors.

Resources are highly effectively deployed within the nursery. The quality of indoor play and the learning environment is bright, colourful and richly stimulating. Children benefit from a wide and plentiful choice of play materials. These successfully promote children's creative thinking and allows them to initiate play. Excellent outcomes are achieved by the children. These are clearly attributable to the highly effective use of resources by committed staff and excellent preparation of the play rooms for the different ages attending. For example, younger children are confident explorers and enjoy using many tactile and manipulative play items. Older children show confidence with their resources, particularly the computers and the wide range of tools and materials made available to them.

A well organised key person system successfully promotes inclusion and individual development. Staff use effective methods to ensure all children have equal opportunities to learn and access resources. The nursery manager and another member of staff have had appropriate training to identify and support children with special educational needs. Children develop a positive view of diversity and differences in the community and value their own identities. There are appropriate toys and books and children celebrate a range of different festivals.

The nursery makes good use of its links with other carers. The continued learning of children nearing school age is enhanced, by well established links with local junior schools and well organised sharing of their learning profiles. There is strong emphasis within the nursery on working in partnership with parents. Parents receive clear and consistent information about ongoing play and learning themes and the early years curriculum. The nursery has a seated parent's area. A new notice board is now in place for parents to share news about their children's home events. Key workers provide clear information for parents on their children's progress and how they can contribute to their children's learning.

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

Children make rapid progress in their learning and development. They are able to participate in an excellent range of planned activities, both indoors and out. There

are many challenging and highly engaging learning themes, such as learning about the planets or 'me and myself'. These promote children's interests and social awareness. High quality teaching is especially evident during the many supervised group activities and focused learning sessions. Children have plenty of excellent opportunities to extend their learning. For example, a child recognises an apple in a book and is helped to sound the starting letter. Children's understanding of the current theme is reinforced through clear explanations from staff and opportunities for children to ask questions. Observation and assessment are successfully used to identify children's learning progress and chart their development in all six areas of learning. Key persons take care to successfully identify individual children's next steps and way forward. Consequently, children's confidence in talking, writing, numeracy and future learning skills are developing in a highly consistent way. Children's language and literacy skills are helped by the wide availability of books and frequent mark making activities. Babies and toddlers develop the ability to problem solve. They investigate resources where they repeatedly press buttons and fix shaped pieces together. Older children have excellent fun. They greatly enjoy creative learning through imaginative role play and mixing materials using spoons and other utensils. Children know about the wider world. They are able to talk easily about how trees grow from seed and get taller.

Children's health is successfully promoted through play themes based on learning about our bodies. Fruit is provided each day in all the play rooms. Children also learn to prepare their own snacks and have cooking activities. Children are encouraged to take part in frequent physical play activities and a wide range of physical challenges that support their growth and development. For example, music and movement and active role play games. Children have organised activities outdoors and a wide range of opportunities for balance and climbing, which helps to ensure physical confidence. Children 's safety is successfully managed and maintained. Staff are vigilant and use a comprehensive range of risk assessments to record and address potential hazards. Daily checklists ensure the premises are safe before children arrive.

Children feel safe and their confidence to learn and communicate is successfully promoted. They build strong relationships with staff and other children. Continual support is provided to encourage successful interaction and good social learning. For example, staff clearly explain to children about sharing and taking turns. Children know the nursery's routines. They are confident in their play and work well independently or cooperate productively with their peers. Overall, the successful promotion of children's personal and social development is a significantly strong and highly consistent aspect of the nursery's provision.

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	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	2
The effectiveness of the setting's engagement with parents and carers	2

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	1
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	1
The extent to which children develop skills for the future	1

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