

Toddlers Inn Nursery School

St. Peters Primary School, East Grinstead Road, North Chailey, LEWES, East Sussex, BN8 4DB

Inspection date

Previous inspection date

17/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled and show enthusiasm as they confidently join in activities in small groups or play independently with their favourite resources.
- All staff have high expectations for children and good awareness of how young children learn. As a result, children make good progress in relation to their starting points.
- Partnerships with parents work very well. They comment on how approachable and supportive staff are. Parents are well informed and fully involved in their child's progress.
- All staff are good role models and deployed well to meet the children's needs.

It is not yet outstanding because

- Staff do not always use a range of props, such as puppets and objects, to further extend children's imaginations when listening and responding to stories.
- Staff do not yet fully reflect on their practice, or take into account the views of parents and children sufficiently, in order to identify the next steps in improving outcomes for children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom, baby room and outdoor play area.
- The inspector looked at a sample of documentation including children's development records.
- The inspector took account of the views of parents spoken with on the day.

Inspector

Shan Jones

Full Report

Information about the setting

Toddlers Inn Nursery School first opened in 2001 and moved to its new premises in 2011. The nursery school operates from within a mobile building with two rooms in St Peter's Primary School in Lewes, East Sussex. There are currently 65 children on roll in the early years age group; children attend at different times of the week. The nursery school opens Monday to Friday 8am to 6pm all year round. All children share access to a secure enclosed outdoor play area.

The nursery school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery school is in receipt of funding for the provision of free early education to children age three- and four-year-olds. The nursery school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery school employs eight staff, seven of whom, including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children's imaginations through listening and responding to stories in order to improve their literacy skills further

- improve self-evaluation processes, taking into account the views of parents and children, in order to set challenging targets to improve outcomes for children further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in the Early Years Foundation Stage because staff have a good understanding of how children learn. The educational programmes are well planned for children of all ages. Assessment of children on entry to the nursery school is thorough and well used to plan for their progress. Staff document children's achievements well and assess these in order to help children move to the next stage in their learning. Parents are fully consulted about their child's learning and are informed of their progress. All staff

demonstrate a secure knowledge of the requirement of the two-year-old progress check. Children's learning and development needs are met strongly because staff move around the room, providing individual attention as they get down to the children's level. They encourage and extend children's learning as they give them ideas, provide challenge and get them to think critically about the activities they choose and are involved in. Staff work effectively together and combine their skills and knowledge efficiently to plan an environment where all areas of learning are covered. There is a high focus on the prime areas of learning which enables children to be well prepared for the next stage of their lives and in preparation for school.

Younger children are provided with age-appropriate toys and play materials, placed mostly on the floor or in very low storage containers. They are encouraged to develop independence and to select resources, which promote their learning across all areas. Staff recognise and follow younger babies' natural curiosity by providing treasure baskets, full of exciting household objects and natural items for them to explore. The staff's positive interactions and high levels of engagement in children's play contribute to them effectively supporting children's language and communication. For example, when engaging with babies, the staff provide good eye contact; they introduce simple words and provide running commentaries about what is happening in the activity. Children with special educational needs and/or disabilities or those learning English as a second language are also well supported to ensure no groups are disadvantaged. Children enjoy practising their early writing skills using a range of resources, such as making marks in sand and using pencils and chinks. Children are encouraged to write their name on their creations. Children enjoy the well-equipped book area. They sit with staff to listen to familiar stories and anticipate with pleasure what happens next. However, staff do not use a range of props, such as puppets and objects, to further extend children's imaginations as they listen and respond. By routinely using implements, such as crayons and paintbrushes, young children develop their manipulative skills. Children relish outdoor play and are keen to use the various bikes and tractors that offer challenge. Running around in the garden provides energetic play and a chance to develop skills such as balance, avoiding obstacles and stopping safely.

The contribution of the early years provision to the well-being of children

Staff provide a welcoming and stimulating environment for children both indoors and out. The key person system works highly effectively and fully supports the emotional well-being of all the children. Each key person knows the individual needs of their key children very well. They gain relevant information from parents about their child when they join the nursery school. This helps them to plan an appropriate settling-in period in order to ensure that each child develops a secure emotional attachment. Caring staff comfort children who become upset or sad.

Staff implement a wide range of policies and procedures that contribute to promoting children's health. This includes thorough cleaning routines, good food preparation and

effective management of sickness, which minimises the risk of infection and illness. In addition, through providing varied and nutritious menus, staff encourage children to make healthy choices. They are friendly and provide a welcoming and familiar environment for children. For example, children gain a sense of belonging when they see their work on display. Staff who work with young babies recognise the importance of following the babies' home and natural routines. They plan their day accordingly, allowing children to progress to the nursery's routines in their own time. Staff are positive role models for children and provide consistent routines and boundaries for them. For example, they make effective use of praise to show children they are pleased with them and what they have achieved. Children share and play cooperatively as they take turns to ride on favourite bikes outdoors. This results in children behaving well for their ages and promotes high self-esteem and confidence.

Staff provide a safe and clean learning environment for children. For example, through their detailed risk assessments, daily safety checks and close supervision of children, they put in place good safety precautions to minimise hazards. Children are well prepared for any transitions in their life and for entering school. Staff build respectful and caring relationships with all the children and their families. They readily discuss what is happening in their family. Children are fully prepared and settle well into the school environment because staff make sure they are confident and well prepared socially. Therefore, children make good progress in their learning and development.

The effectiveness of the leadership and management of the early years provision

The management team fully understands the safeguarding and welfare requirements of the Early Years Foundation Stage. They ensure that all children are well protected and kept safe in the nursery school through effective risk assessments and safety rules. Designated persons have completed appropriate safeguarding training and staff are aware of the nursery school's written policies and procedures regarding safeguarding. The manager fully understands her responsibility towards meeting the learning and development requirements of the Early Years Foundation Stage. She works closely with staff and maintains a good overview of how the requirements are implemented effectively by them. The ongoing professional development of staff is encouraged through further training opportunities. Regular meetings provide good opportunities for the team to review the working practices, discuss and change any areas that they feel need improving. The manager has begun to devise a system of self-evaluation with some future improvements planned. However, it is not yet sufficiently analytical in order to fully support reflective practice and continuous improvement.

The planning and assessment procedures are regularly reviewed to ensure that every child is benefitting from the range of activities offered and to ensure that they are making the best possible progress. Individual children who require additional support are targeted effectively through this process. Documentation and discussions with management show

that appropriate interventions have been sought for these children. They are making good progress across all areas of learning and the identified gaps in their progress are closing.

The staff promote independence and resources are clearly labelled and where possible accessible to the children. Where this is not always possible children confidently ask for the resources they require. This means children are able to operate independently within the nursery school. Staff have established links with external agencies to provide children with support at all times to help them to develop and progress. Effective partnerships with parents develop strong relationships and communication channels between staff and parents. Parents view all their children's records of achievements. Parents have friendly professional relationships with staff. They are very complimentary about the welcoming atmosphere of the nursery school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY454640
Local authority	East Sussex
Inspection number	889101
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 0
Total number of places	35
Number of children on roll	65
Name of provider	Toddlers Inn Ltd
Date of previous inspection	not applicable
Telephone number	01825 721800

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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