

Telscombe Cliffs Nursery School

Telscombe Cliffs Way, Telscombe Cliffs, East Sussex, BN10 7DE

Inspection date	10/09/2013
Previous inspection date	18/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Parents have very good opportunities to be involved in the nursery and staff strive to ensure all parents are well-informed. This supports the consistent care of children.
- Staff are well-qualified and very experienced, giving children a consistently good quality experience of play and learning.
- Resources are excellent, and staff skilfully organise them to facilitate children's development in every area of learning.
- Children benefit from the staff team's shared values in providing a learning environment where children can be independent, active learners.

It is not yet outstanding because

- Senior staff do not extend their monitoring and evaluation processes to further improve the educational programmes and really challenge themselves to achieve excellence.

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 children at play in the main playroom and outdoors.
- The inspector discussed children's developmental records with staff.
- The inspector and manager carried out a joint observation and evaluation of activities.
- The inspector examined a range of documentation.

Inspector

Susan McCourt

Full Report

Information about the setting

Telscombe Cliffs Nursery School opened in 2002. It is run by a voluntary committee and operates from a purpose-built building in the grounds of Telscombe Primary School in Telscombe Cliffs near Peacehaven, East Sussex. It is open every weekday during term time from 8.45am to 3.15pm. All children share access to a secure enclosed outdoor play area. There are currently 65 children aged from two to under five years on roll. The nursery supports children with special educational needs and/or disabilities, and also supports a number of children who speak English as an additional language. The nursery receives funding for children aged two, three and four years of age. The nursery employs 11 members of staff. Of these, 10 hold appropriate early years qualifications to at least level 3, one of whom is working towards Early Years Teacher status. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the monitoring processes to set challenging targets and further improve the educational programmes for children.

Inspection judgements

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

Staff have a strong understanding of how to promote children's learning and development. They have a good knowledge of the Statutory Framework for the Early Years Foundation Stage and devise very effective educational programmes. The routine is organised to maximise children's independent play, which helps them to be active, curious and self-motivated. As a result, children are continuously engaged in purposeful play and they make good progress given their starting points and capabilities.

Staff have a wide range of good teaching skills. They give strong support to children's communication skills by commenting on children's activities and providing a wide, descriptive vocabulary. Staff ask open questions which encourage children to engage in conversation and build their confidence in sharing their ideas and experiences. Children who speak English as an additional language have good support because staff learn significant words from their home language, which helps them to feel settled and be confident to communicate. Staff are also skilled at analysing children's language development and understanding the difference between what a child understands, and

what they can say. Children spontaneously use mathematical language in a variety of activities. For example, they talk about adding 'more' sand to make their castle 'bigger', and can estimate how many bricks they will need to build a tower of a certain height. Children are fascinated by magnet construction equipment and experiment with how the items attract and repel each other. They then make a wide variety of constructions, and succeed in finding other metal objects in the room that they can construct on. As a result, they learn about the properties of magnets and use their knowledge to make further explorations of their environment. Children enjoy a wide range of sensory play in art and craft activities. Sand and water is always available, and children also benefit from playing with interesting textures such as cornflour, cooked spaghetti or foam. Children become very absorbed in sticking cotton wool and 'cotton foam' to paper to make sheep pictures. Staff make attractive displays of children's work, and children proudly point out the things they have made.

Staff work with parents before the children start at nursery in order to establish children's interests, personality and stage of development. This means that the child's key person can provide activities that will interest and challenge children when they start. Staff make frequent observations of children's achievements and make plans to facilitate the next steps they identify. In this way, plans are rooted in the children's precise developmental needs. Staff track children's learning regularly to establish that they are working within the expected levels of development. This takes the form of summary assessments, and includes the progress check made when a child is aged two. The key person meets regularly with parents to discuss the child's development. This helps to support the child's consistent care.

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

Staff provide a strong key person system to give children the support they need. Staff are very sensitive to children's individual personalities when they are settling in and provide good support and reassurance. For example, they stay beside children who are new to the nursery and slowly interest them in activities. Younger children also have a separate group time in a smaller room. In this way, children who appear unsure soon settle into feeling secure and comfortable. Staff also take time to explain the routine and ground rules, giving time for children to respond to their new surroundings. As a result, children are confident to leave their parents and are rapidly absorbed in purposeful play. Staff are very skilled at providing enriched activities and arranging an enticing learning environment. Resources are of very good quality and are skilfully arranged to cover all areas of learning. For example, the vets' role-play area has uniforms, a telephone and notepad, scales and measures, beds, toy animals and first aid kits. This gives children superb opportunities to extend and develop their play as they choose for lengthy periods. Outdoors, staff ensure that there are a wide range of resources for early writing and maths skills, as well as for physical and role play. This means that active learners are well catered for.

Children have good opportunities to learn about healthy lifestyles. Staff provide healthy snacks and by having a 'snack bar', children can eat when they choose to and then continue playing. Children use a water cooler to get drinks whenever they want and can

also independently take care of their personal hygiene. Staff provide advice and ideas for the healthy packed lunches that parents provide and sit with the children as they eat to make mealtimes social occasions. Children enjoy a wide range of physical play opportunities in and out of doors with climbing frames, tunnels and a variety of ride-on toys. Children also enjoy activities to develop their small muscles such as threading cotton reels and craft activities. Staff explain to children how to keep themselves safe when handling sand or balancing on a low beam. As a result, children gain an awareness of risk and how to manage this safely. Staff keep the nursery very clean and keep parents informed of the exclusion times for different illnesses. This helps to minimise the risk of cross-infection.

Children behave very well. They cooperate in play and share their resources, taking turns on equipment and playing together in games such as hopscotch. Children are polite and spontaneously say 'sorry', 'please' and 'thank you' to their friends. Children build strong friendships and invite each other to play in the role-play area. Children also develop good skills in persisting with new skills. For example, when threading cotton reels, children use different techniques of threading as the string gets longer, and are not discouraged when something does not work. As a result, children learn to persevere and are very proud of their achievement when their persistence pays off. Children are well prepared for school because they are able to manage their coats and shoes, and understand how to take part in group activities. This means that children moving on to school do so with confidence.

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

The manager and committee have a good understanding of how to meet the safeguarding and welfare requirements. All staff and committee members undergo suitability checks and staff regularly update their training in child protection matters. The policy and procedures are very comprehensive and staff understand their duties and responsibilities in reporting any concerns they may have about a child. Staff have a high regard for children's safety and are vigilant about following procedures for keeping doors locked and maintaining the staff-child ratios correctly. All documentation is correctly maintained and well organised, which underpins children's well-being.

All staff have a strong understanding of how to meet the learning and development requirements. The majority of staff are well qualified for their roles and all staff are very skilled and experienced. This gives children consistently high quality support for their learning. The staff team have a shared vision of how to deliver good childcare and they are strongly committed to fully meeting the needs of children and their families. The senior team review the children's learning records to assess where there are any achievement gaps for particular groups of children and demonstrate that all children are making good progress. They also assess the effectiveness of the curriculum in this way and make changes and improvements to ensure they are fully providing for all areas of learning. Although they are very effective at maintaining their well-established and high standards, they do not challenge themselves sufficiently to fully maximise the learning opportunities for children and achieve excellence.

Parents have very good opportunities to be involved in the nursery. The organising committee is solely made up of parents and they can also volunteer in the group as parent helpers. The nursery staff use a broad raft of methods to keep parents informed, such as newsletters, emails and social events. The committee members are also available to other parents to discuss any issues. As a result, parents are very appreciative of the care and education their children receive, describing the nursery as inspiring children to 'approach learning with an open and positive mind'. The nursery staff are very effective at maintaining good quality relationships with receiving schools and other day care settings in the area. Staff meet with reception teachers to pass on the required records and facilitate the teachers to meet with the children. Children from the nursery also visit the school for different events and performances. This helps children to make a smooth transition to school and provides them with consistent care and education.

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	EY218841
Local authority	East Sussex
Inspection number	909336
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	65
Name of provider	Telscombe Cliffs Nursery Committee
Date of previous inspection	18/01/2010
Telephone number	01273 575928 01273 588528

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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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