

# The Early Bird Nursery School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY263172
<b>Inspection date</b>	20/05/2011
<b>Inspector</b>	Shan Jones

<b>Setting address</b>	Heritage House, Woodlands Avenue, Rustington, Littlehampton, West Sussex, BN16 3EY
<b>Telephone number</b>	01903 774464
<b>Email</b>	adrian@earlybirdnursery.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Early Bird Nursery School opened under the present owners in 2001. It operates from several rooms on the ground and first floor of an adapted building in Rustington, West Sussex. All children have access to an enclosed outdoor play area. The nursery opens each weekday from 8am to 6pm for 50 weeks a year. The nursery is registered by Ofsted on the Early Years Register to care for 25 children in the early years age group. There are currently 39 children in this age group on roll. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery is registered to receive government funding for nursery education. The nursery supports children with special educational needs and/or disabilities and those who use English as an additional language. There are eight members of staff, of whom seven hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The manager and her team of staff are approachable and friendly, which is conducive to all children and their parents feeling welcome. The variety of experiences provided ensures children make sound progress in their learning and development, although opportunities to fully involve parents have not yet been fully established. The issues identified for improvement in the last inspection have been tackled reasonably well. Arrangements to promote children's safety and the learning development requirements are mostly effective. The manager is committed to ongoing progress to ensure that they improve their daily practice and the outcomes for all children.

## What steps need to be taken to improve provision further?

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

- review the organisation and presentation of the educational programme to ensure staff are clear on the learning intentions of the activities provided, to further promote children's individual learning
- continue to extend the partnership with parents to involve them more fully in their child's learning and development and how to support children's learning at home
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.
- develop systems to self-evaluate practice that include the parents views, and identify strengths and priorities for development that will enhance the quality of the provision for all children.

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

Appropriate staff knowledge and clear procedures relating to safeguarding children ensure that children's welfare is promoted and that they are protected at all times. Staff know the procedures they should follow and who to inform, should they have any concerns about a child in their care. Well-thought-out plans are in place for emergencies, such as a child going missing from the premises. Written risk assessments and daily checks ensure hazards are identified and minimised. Visitors are required to sign the record book on arrival and departure, and staff are suitably deployed working directly with the children, both in and outdoors. All areas of the nursery are clean and tidy and hygiene procedures are implemented consistently in order to avoid cross infection. The required documentation is in place and policies and procedures are appropriately shared with parents.

The staff team offer a generally well-balanced curriculum, which supports children to make steady progress in all areas of learning. Children take part in a range of activities to promote their learning and development, both in and outdoors. Staff have a developing knowledge and understanding of the learning and development requirements. Management express their keenness to develop the planning and assessment systems to further promote children's learning experiences. They show sufficient understanding of the priorities for improvements. Recent changes have had a positive impact on children, such as the purchase of new ride on toys, which offer more challenge. However, planning for the future lacks focus due to the absence of an effective system to evaluate and reflect on the quality of the provision.

Detailed information is gained from parents regarding their child's interests, personal care needs, routines and favourite toys. Staff engage warmly with parents and keep them informed of their children's well-being and development, through daily discussion and written comments for the younger children. However, this is an area for further development to ensure that parents feel fully involved in their child's learning and development; particularly for the pre-school children. Staff work alongside the early years advisor to improve the service for children and parents. They have established links with local schools that benefit the children to ensure continued progression of care, learning and development.

The setting promotes children's understanding of similarities and differences, and their own cultures, through a range of activities, such as celebrating festivals, including Diwali and Chinese New Year. Children have access to a selection of play resources that reflect positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. Although there are no children currently on roll with special educational needs and/or disabilities, there are appropriate systems in place to support them. Staff liaise with other agencies, such as specialist teachers, in order to develop their skills.

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

Children settle well and are happy and comfortable in the staff's care, leaving their parents confidently on arrival and keenly greeting their friends. They are offered a balance of child-initiated and adult-led activities, which are planned around themes. However, sometimes the organisation of the daily routine and planned activities are not effective in ensuring children are fully occupied and challenged in their play. For example, staff are not always clear on the learning intentions of the activities presented to the children, which means activities and experiences are not always used effectively to support and promote individual learning. Children's skills in communication, language and literacy are supported effectively. They enjoy listening to stories when they keenly join in and predict what might happen next, and they enthusiastically join in with their favourite songs. The older children are starting to recognise letter names and sounds and they make good attempts to write their names, which helps them to understand that marks have meaning. Their understanding of problem solving and number is promoted as they join in with matching games and counting during everyday routines. Babies enjoy communicating through frequent and enjoyable interactions with staff. They explore their environment using their senses to touch, smell, taste and hear. Babies giggle and laugh as they experiment with the texture and feel of the paint on their hands, and are supported by staff to create colourful hand prints.

Children enjoy fresh air and exercise every day in the nursery garden; they increase their physical skills as they climb the climbing frame, steer tricycles and balance on stepping beams. Children understand the benefits of a healthy lifestyle. They demonstrate a sound understanding of the need for an effective hygiene routine and enjoy eating nutritious snacks. Staff are well aware of any allergies or special dietary requirements. Children learn about the importance of keeping themselves safe, as staff introduce topics, such as 'people who help us'. Visits from the fire brigade reinforce their awareness and children relish these hands on experiences. Staff explain boundaries and rules to help children to identify possible danger; for example, as they instruct them in safe use of stairs leading to the ground level. There are clearly defined procedures for the emergency evacuation of her premises. However, these procedures have not yet been practised to help children understand further how to stay safe. Children behave well and they are considerate towards one another. They clearly enjoy playing and learning together as they socialise with their older and younger friends during the day. Children are developing confidence and self-esteem as they build on their knowledge and skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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