

Ovingdean Nursery School

Inspection report for early years provision

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Inspector

Jacqueline Walter

Setting address

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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*.

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Description of the setting

Ovingdean Nursery School opened in 1993 and is privately owned and registered on the Early Years Register. It operates from a church hall in Ovingdean near Brighton, in East Sussex. All children have access to an enclosed outdoor play area. The nursery is open during term time only every Monday, Tuesday, Wednesday and Thursday from 8am to 1pm and on Fridays from 8am to 12 noon.

A maximum of 16 children under eight years may attend the nursery at any one time and there are currently 23 children aged from two to under five years on roll. The nursery is in receipt of free educational funding. Children attend from surrounding areas. The setting supports children with Special Educational Needs and children with English as a second language.

The provision employs three members of staff. All of these staff including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A rigorous, detailed, planning and assessment system, which provides stimulating rich and varied experiences in all areas and fully acknowledges children's interests and individual learning needs is used extremely effectively to guide planning. Staff's in-depth knowledge of each child's needs, inspirational interaction and an extremely effectively organised, highly stimulating learning environment ensure that they are extremely successfully in promoting all aspects of children's learning and welfare. As a result, children are almost unquestionably safe and secure; enjoy their learning and make very good progress, given their age, ability and starting points. The partnerships with parents and other agencies that are involved with children are highly effective ensuring individual needs are fully met. A very strong commitment to self-evaluation, which is rigorous and monitored by the manager and staff team, ensures that priorities for future development are promptly identified and acted on. This results in a service that maintains very effective continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the risk assessment to develop further the security of the outside gate.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well overall. There are very good procedures in place which ensure that children are protected appropriately from abuse. For example, all staff complete regular training and are confident in knowing procedures to follow. In addition to this, existing injuries are documented and signed by parents. All staff is qualified in first aid and vetting and recruitment procedures are extremely robust, with highly organised staff files made available, which include criminal record information, application forms, health declarations and copies of training and qualifications. As all staff has worked in the setting for long periods they have comprehensive knowledge and are fully aware of their responsibilities, which in turn keep children very safe and well protected. In addition to this the effectiveness with which the setting deploys resources is outstanding. The available space is effectively organised and is child friendly, bright and welcoming. Children freely move between rooms and the outside area and access the resources independently from a range of attractive low-level drawers, which have words and pictures describing their contents. In addition to this, the staff take good, considered steps to ensure that children develop an understanding of the limitations of the planet's environment. For example, they actively recycle paper and have had an attempt at recycling their own fruit peelings.

Children with special educational needs and or disabilities are identified and supported very well. The staff ensure the children with English as a second language are well integrated and have effective working relationships with other agencies involved in the children's care. For example they welcome other staff into their setting to discuss good practice and provide extensive information to school teachers to help promote continuity in transition. Staff work extremely effectively with parents. A wealth of information is shared through parent's notice boards, welcome packs, Electronic Mail and Compact Discs, which hold photographs of the children's activities. Effective systems are also in place to inform the parents of children's progress. For example, daily two-way communication books are completed, regular meetings, summery progress sheets and evidence of children's learning is shared. Parents with special expertise are utilised well and parent's opinions are valued. For example, through parent questionnaires issues around opening times and contact between the manager and parents have also been changed and enhanced.

Staff implement some excellent methods to improve the quality of the provision. They have attended both in-house and outside additional training, such as Deaf Awareness, Sign Language and Observations and Planning. Leaders communicate ambition and drive and the processes for managing the staff's professional development are used extremely well. For example, staff are effectively encouraged to obtain more qualifications as a result of assessors being welcomed into the setting. A very strong commitment to self-evaluation and rigorous ongoing analysis of strengths and weaknesses, result in actions being taken that are well targeted and sustain improvements in identified areas. For example, further awareness in healthy food has been successfully developed through restructuring

of snack times, allowing staff more opportunity to successfully discuss issues health issues with all the children.

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

Staff provide an extremely welcoming, child friendly, focussed environment where an extensive range of rich, varied and good quality equipment and activities effectively challenges children of various ages and abilities. For example, children are enthralled and fully enjoy small group activities, such as making potions and discovering the different smells and consistencies. They are able to gain an excellent knowledge and understanding of the world through stimulating first hand experiences, such as discussing and engaging in activities, such as making Diwali lamps with visitors of the Hindu faith, visiting the beach and a local farm. They develop excellent skills in problem solving, reasoning and numeracy through engaging in everyday activities, such as counting other children and then adding the number of adults who are present. Staff are highly skilled and have flair in extending children's learning. They use spontaneous opportunities and additional resources extremely well. For example, when a large shape puzzle is brought in, learning is effectively extended by staff photographing different shapes of objects within the provision, which the children then use to find, name and create collages with.

Children are enthralled and participate eagerly in acting out the stories that staff read. They offer ideas, and respond eagerly to challenges. For example, they give suggestions on what activity they could do to link in with a dragon story, such as paint pictures of the dragon. Staff know the children extremely well. They effectively use information from observation and assessment to ensure that children achieve as much as they can in relation to their starting points and capabilities. For example, they gather detailed information from parents in booklets and informal conversations to ascertain children's starting points effectively. They regularly share information obtained from rigorous observations in all areas of learning, as well as information on children's interests, obtained from both the children and their parents. This is then used to effectively identify the children's ways forward, which in turn, informs the planning. Children use language for an increasing range of purposes. They ask questions, confidently predict what may happen in stories and confidently describe the features of their paintings. More able children can write their name and confidently know the phonic sounds of the letters. They have lots of opportunities to develop choice and decision making skills and are gaining good skills in independence. For example, they independently use and enjoy listening to a tape recorder. Adults interact extremely well with the children and relationships are excellent. Their teaching is rooted in expert knowledge of learning and development and a full understanding of how children learn. They interact sensitively in children's play and effectively use one-to-one time and large and small groups to promote children's learning. For example, children in circle time are encouraged and enjoy saying 'hello' in different languages.

Almost all positive steps are taken by staff to safeguard children. For example, records of visitors are held, external doors are kept locked and opened using a chain, until the identification of visitor is established. Daily safety checks are conducted and evacuation drills are regularly conducted and recorded. However, although some effective procedures are in place to ensure the security of the outside area, staff have not fully considered all possible actions that could be taken to help prevent unwelcomed visitors. Children demonstrate a strong sense of belonging and security within the setting. They have very good opportunities to develop an understanding of keeping themselves safe through visitors to the setting, such as Paramedics and the local Fire Authority. As a result, most are confident in following safety routines independently. There is a high emphasis on healthy lifestyles, with children enjoying regular physical activities, such as a 'Fun Fit' program where they take part in a wide variety of activities that promote balance and coordination. They enjoy growing and sampling vegetables and posters provide attractive visual aids promoting healthy food and hygiene procedures. As a result, they are confident in knowing that vegetables and fruit are healthy and that cleaning their teeth is important. Staff are highly skilled and sensitive in their management of children and their behaviour. They are extremely good role models and implement effective strategies to encourage children to develop habits and behaviour appropriate to good learners. For example, they clearly and calmly talk about expected behaviour and encourage collaborative working. As a result, children's behaviour is exemplary and some show a mature response to taking responsibility. For example, they politely ask other children to move so they can see an activity.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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