

Ashington Children's Nursery

London Road, Ashington, PULBOROUGH, West Sussex, RH20 3JR

Inspection date

Previous inspection date

02/10/2012

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

- Staff focus on phonics and sounds throughout the day, inform babies and children of new words at routine times, give children thinking time and use fun activities to develop and extend their phonics skills. Therefore, babies and children are making good individual progress in their language development.
- Staff are able to understand the individual development of children enabling them to be challenged effectively. They offer flexibility in the organisation of the day to enable smooth transitions to areas for older children.
- The leadership team have developed many effective systems for self-evaluation and continued improvement. Through collaboration with parents and others good practice is shared and developed. The provider also carries out regular performance monitoring ensuring each practitioner has an individual training and professional development plan that continues to improve their practice.
- There are strong relationships with families to help settle, support and extend children's learning. Key persons work collaboratively with parents to share ideas about children's development enabling parents to get tailored feedback on children's progress.

It is not yet outstanding because

- There are fewer opportunities for children to develop their skills in their independence or freely access resources that promote their skills in technology.
- The nursery are currently improving the system for monitoring the progress groups of

children are making across all areas of their development as it is not fully embedded.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 all play areas of the nursery including the outside learning environment
- The inspector held meetings with the manager, key persons and the nursery's special educational needs coordinator
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self evaluation form and all other required documentation
- The inspector looked at systems for children's assessments
- The inspector took account the views of the parents spoken to on the day

Inspector

Kerry Iden

Full Report

Information about the setting

Ashington Children's nursery registered in 2012 and is one of four privately owned nurseries. It is located within a converted church in Ashington, Pulborough, West Sussex. Children are accommodated in three main rooms according to their age with access to a fully enclosed outdoor area.

The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently, 27 children on roll. The setting supports children with special educational needs and/or disabilities and who learn English as an additional language. The nursery is in receipt of funding for nursery education.

The nursery is open each week day from 7:30am until 6pm all year round and serves the local surrounding areas. Including the leadership team there are eight staff working with the children. Of these, five have early years qualifications to National Vocational Qualification at level 3 or equivalent and three are working towards a suitable early years qualification. The owner manager holds an Early Years Professional Status qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop children's independence by providing challenging but achievable activities to ensure children experience success
- enable children to access resources that promote their skills in technology and investigation so they can be used and combined in a variety of ways.

Inspection judgements

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

Children enter the setting happily and separate from parents with ease. They feel relaxed in a homely environment where a high staff to child ratio enables key persons to settle children and chat to parents. Settling in arrangements for all children is individual to each family to suit their needs. Staff adopt established routines of babies enabling them to feel contented throughout the day. Relationships are developing well at all levels. Babies and

children have trust in their key persons, which builds children's confidence to try new experiences. Amongst the children, they show interest in each other and on occasions real acts of kindness. For example, as children amicably share the last pieces of fruit at snack time. Children make decisions about their play although children's routines such as snack and meal times and preparing for outside play are not effectively used to promote children's independence. For example, at times staff pour the children's drinks and put their coats on for them.

Babies and children are developing well with their communication and language. The close interaction with key persons invites good communicative skills of babies who respond well, experiment with sounds and use familiar words. Older children are developing their understanding of phonics as this is strongly promoted throughout the nursery. They are extended through activities, which help them to learn to distinguish differences in sounds and build on their vocabulary. Babies and children move about the setting with direction and purpose. All are mobile and use effective resources to extend their skills. The outside learning environment continues to support and challenge children's physical abilities with different surfaces challenging balance and coordination. These skills are further promoted with a variety of indoor physical challenges including weekly gymnastics and dance opportunities.

Babies are developing their early fundamental skills and actively explore their surroundings. They access sensory areas with light stimulation and different materials. Adult-led activities extend babies natural curiosity to touch such as squelching paint under a cling film cover. Older children are also able to explore different resources particularly in their creative activities. They use their imagination, designing sea creatures to complete shared projects decided by the children. Although they have less opportunity to freely explore resources that promote their skills in technology. Children show a strong awareness of number and use their skills in sequencing and ordering numbers 1- 10 whilst babies enjoying searching for hidden objects, knowing that things exist even when they are out of sight. Young children are beginning to organise and categorise objects through shape sorters and use numbers in meaningful contexts as they develop their mathematical concepts.

Staff are adapting well to the new areas of learning under the revised Early Years Foundation Stage. They are embracing new systems to record and assess children's individual progress including the new two year progress check and how they are sharing this with parents. The effective balance of different personalities, skills and knowledge amongst the staff team compliment the setting and support the different families within it. Key persons have used time effectively to get to know the individual needs of each child and their family to help them settle and become confident in the setting. Key persons continue to provide comfort to children in the absence of their parents but also stimulate and interest children through the variety of activities available. They all join in with children's play to extend and enhance learning opportunities. Key persons are confident in challenging children individually according to their abilities. The staff value a collaborative partnership with parents. They are keen to learn from parents children's achievements at home and celebrate in their 'wow' moments. They reciprocate the information with tailored guidance on how they can continue to support children's progress in different

areas.

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

Through the strong partnerships with parents and individual settling in process, babies and children have settled and feel very safe and content within the nursery. Their bonds with key persons are strong which gives them reassurance at times when they need it. Key persons also have a good understanding of individual children's development and are therefore able to tailor activities and support identified areas for development. Quality interaction from staff and a stimulating environment keeps behaviour positive. Children are able to share well and older children demonstrate their awareness of being around younger children. Amongst the children, they show interest in each other and on occasions real acts of kindness. For example, as children amicably share the last pieces of fruit at snack time.

Snack and meal times are used as opportunities for discussion about healthy eating as part of a healthy lifestyle. Fresh food cooked on the premises provides children with a hot meal. Their social skills are encouraged through group meal times as good table manners are promoted and food enjoyed by all. Children are independent in using the bathroom and following appropriate hygiene routines as modelled by staff. Children and babies feel safe and secure within the setting. They have very trusting relationships with all key persons and strong bonds. They learn about risks through play, for example, as staff encourage children to identify why it's not such a good idea to go down the slide head first.

The environment is welcoming to families and the atmosphere is relaxed and friendly. The flexibility in the setting supports the individual needs of all children. Resources are used well to support all areas of learning and most are accessible to children at all times. The staff too are a valuable resource. They deploy themselves well throughout the day enabling lots of one to one and small group work. Senior staff effectively keep all practitioners informed of changes to routines and any updates on children from parents. Children's interests and developmental progress are a major contributing factor as key persons prepare children for the next stage in their development. Toddlers prepare for transition to the "All stars" room when they are ready which may be much sooner than the guided age enabling their progress to be continually challenged. Transitions continue to be effectively supported as children prepare for school in the summer months.

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

The leadership team within the setting have a secure and strong understanding of providing and overseeing the educational programmes for all children. The introduction of new systems to support the revised Early Years Foundation Stage is aimed to help practitioners provide children with challenge across all areas of their learning. In addition, new systems to assess different groups of children are being implemented to monitor the

quality and effectiveness of teaching. The broad range of experiences helps children progress to the early learning goals.

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by leaders and are fully met. Children are able to play in a secure environment where risks are identified, recorded and action taken when necessary. Risks are shared with children to help them understand. There are effective systems for recruitment and vetting of new practitioner's to ensure their suitability to work with children. Children are safeguarded because staff have an understanding of child protection procedures. Staff undertake training in this area and the designated person takes overall responsibility. Staff are suitably qualified or working towards recognised early years qualifications. There are effective systems for performance management. The provider completes practitioner observations and mock inspections to continually assess the quality of the setting. She has a realistic understanding of strengths and areas for development and prioritising these.

Reflection and evaluation is a significant strength within the setting as leaders work with practitioners to regularly question why they do what they are doing. Staff are excited to share ideas for developments within the nursery which they know will have a positive impact on children and the leadership team takes these on board. Room based staff complete evaluations of the day through regular meetings. Reflection continues across the different settings within the organisations. Staff and the manager complete brief swaps to share ideas of good practice.

The setting has positive relationships with parents and carers and relationships are well established ensuring each child has their individual needs met. The setting has successfully extended this partnership approach with other local early year's settings children move on to. Parents and carers receive information about children's achievements and progress, enabling them to support the children's learning. They can view written developmental information at any time and contribute to these with their own observations and details of children's 'wow' moments at home. Parents report on their satisfaction of the setting, how practitioners are very approachable, supportive and offer very good communication about how they can continue to support their child's learning at home.

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. 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	EY443421
Local authority	West Sussex
Inspection number	786774

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	63
Number of children on roll	27
Name of provider	A Step Ahead Ltd
Date of previous inspection	Not applicable
Telephone number	01903 892643

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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 that are usually their 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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