

The Haven Nursery School

The Haven C of E Methodist Primary School, Atlantic Drive, EASTBOURNE, East Sussex, BN23 5SW

Inspection date	28/06/2013
Previous inspection date	16/01/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated and independent learners who make exceptional progress in all areas of their learning and development.
- Excellent planning and assessment enables staff to monitor and assess children's abilities effectively to promptly identify and address any achievement gaps.
- Extremely strong partnerships with parents and others professionals support staff to provide cohesive, consistent care. Staff prepare children exceptionally well for their move to school.
- The superb resources and thoughtful organisation of the environment significantly enhance children's learning and development.
- Children thoroughly enjoy the time they spend at the nursery and develop exceptional social skills and self-esteem.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the nursery, including the garden.
- The inspector spoke with the manager, staff team, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of children and staff during a range of activities.
- The inspector scrutinised a selection of documents including registers, incident records and records of children's progress.
- The inspector spoke with the Deputy Headteacher of the primary school.

Inspector

Liz Caluori

Full Report

Information about the setting

The Haven Nursery School registered in 2011 and is located on the site of The Haven Church of England Methodist Primary School in Eastbourne, East Sussex. It operates from three main playrooms, an office/reception area and consultation room, and has a secure outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 87 children on roll attending a mix of full and part-time places. All of these are in the early years age range. The nursery opens Monday to Friday from 8am to 6pm for 48 weeks of the year.

There are seven staff employed to work with the children. Of these, six hold relevant qualifications including the manager who has a BA Degree in Early Years and is an Early Years Professional.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to regularly engage in activities which offer a degree of physical challenge.

Inspection judgements

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

Dynamic and inspiring teaching methods result in outstanding achievements for all children. Children eagerly join in the activities staff plan, learning from experience that these are likely to be interesting and fun. Throughout the nursery children explore, concentrate, experiment and create. They are highly motivated, independent learners who are confident to choose the activities they want to take part in as well as enjoying the adult led experiences.

The vibrant nursery environment is alive with laughter and animated discussions. Provision is also made for children who want to relax, with cosy spaces set aside both in the group room and in the outdoor play area. Children use their rapidly developing language to share stories, ask questions and describe their play. Staff support them extremely well by asking open-ended questions and listening with genuine interest to the things children say. The arrangements to promote children's literacy are extraordinarily effective. Children learn to recognise and practise writing letters. They confidently sound them out and match

them to the starting sounds of familiar words. The highly effective strategies used by staff to support children's early literacy skills mean that a significant amount of the children are able to read and write some words. A parent spoken to during the inspection explains that her child has become so excited about her new skills that she is attempting to write stories at home.

Staff are equally successful in promoting children's mathematical development. Young children learn to count through songs and number rhymes. They also learn about different sizes as staff play games to identify big and small objects. Staff plan games and activities which allow children to build steadily on their existing knowledge. For example, a group of children successfully follow instructions to measure items around the nursery. They have great fun working with their friends to determine whether they are larger or smaller than other items.

Children love to engage in physical games both indoor and outside. They take part in spontaneous dancing sessions, enjoy pop music on CDs as well as dancing along to nursery rhymes. Recent improvements to the outdoor area include the painting of sports lanes which children use to engage in racing games. Children also enjoy using the various ride-on toys, steering as they move forwards and concentrating hard to work out how to reverse. The opportunities are so regular, and the support so effective, that a small number of children have learned to ride two-wheeled bicycles without stabilisers. The staff team recognise that some children have extremely high levels of coordination, strength and agility. They take them regularly to play on the fixed climbing equipment in the school playground. This is only able to happen as part of the planned, adult-led play sessions. Therefore children do not receive quite as much physical challenge during their freely chosen play to develop their skills to the fullest extent.

Arrangements for assessing children's progress and planning for their next steps are outstanding. By monitoring the rate at which children are progressing, staff promptly identify any gaps in achievement as they start to emerge and plan to address these. Staff are fully aware of each child's interests, abilities and learning styles. They liaise very effectively with parents to involve them in their child's future learning. Good arrangements are in place to complete the required progress checks for children aged two years, and to share these with parents.

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

Staff support children's emotional well-being with great sensitivity. Children demonstrate genuine affection for their trusted carers. For example a child spotting the manager coming out of her office took the opportunity to ask if there is any chance of a 'quick cuddle'. The key person roles are exceptionally well established. Each child is allocated a member of staff who takes lead responsibility for meeting their needs. In addition to supporting their very individualised learning, this role includes changing their nappy or supporting their toileting. These nurturing relationships help children to feel safe and secure. Staff offer advice and guidance to teach children how to keep themselves and other safe. For example, they encourage children to contribute to the daily health and

safety checks to identify any potential hazards.

Children are wonderfully friendly and behave extremely well. They are very caring towards each other and form good friendships. For example, a child who has recently started at the nursery explains that she didn't know anyone when she started but now feels that all the children are her friends. Their high levels of achievement, excellent social skills and self-confidence prepare children exceptionally well for their move to school. Staff at the adjoining school feel that children benefit significantly from the time they spend at the nursery. They value the very good working relationships between the school and the nursery staff team and the impact these have on children's learning and development.

Children play and learn in an extremely attractive, hygienic environment. They play with an outstanding range of toys and resources. They confidently carry these around the nursery to extend their games. The very thoughtful organisation of both the indoor and outdoor environments allows a broad range of activities to take place at the same time. Staff help children to understand the importance of adopting healthy lifestyles. Nappy changing arrangements are entirely appropriate and older children are becoming very independent in their toileting and self-care. Children receive support to learn the importance of healthy eating and have drinks available for them to reach at all times.

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

Strong leadership, along with highly effective team working, results in a harmonious and highly efficient environment. Excellent arrangements are in place to monitor the success of educational programmes. In addition, regular staff supervision ensures consistent practice across the nursery. Very successful self-evaluation accurately identifies the strengths of the provision and enables staff to prioritise areas for improvement. Regular consultation with parents helps staff to ensure that the service they offer constantly evolves to reflect the needs of children and their families.

Robust arrangements are in place to promote children's safety. Recruitment procedures include rigorous vetting to ensure staff suitability. There is a clear policy in place which sets out the limitations placed on students and staff awaiting clearance checks. These staff are supervised at all times and are not permitted to support children in their toileting or nappy changing. The manager feels that she has very effectively prioritised safeguarding children amongst the staff team, all of whom receive regular safeguarding training. The manager and deputy demonstrate a good understanding of all safeguarding procedures, which helps to effectively promote children's welfare. The nursery consistently maintains appropriate ratios and staff are vigilant in their supervision. This effectively promotes children's safety and wellbeing.

Children benefit significantly from the extremely positive relationships in place with their parents and other professionals involved in their care and welfare. Parents are very vocal in their praise and support of the nursery and the staff team. In feedback given during the inspection, they speak about the 'amazing' achievements their children make. In addition

to the excellent information they receive about their child, parents regularly receive more general news and updates. Parents take a very active role in the helping to shape the future direction of the nursery.

The Childcare Register

The requirements for the compulsory 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	EY433501
Local authority	East Sussex
Inspection number	924813
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	87
Name of provider	Maria Gorete Nunes Farkhad
Date of previous inspection	16/01/2012
Telephone number	01323 471 840

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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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