

ABC Family Nursery

Inspection report for early years provision

Unique reference number EY217973
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Inspector Stacey Sangster

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Type of setting Childcare on non-domestic premises

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.

Description of the setting

ABC Family Nursery opened in 2001 and operates from a converted hall situated in a residential area of St Leonards. The nursery has access to rooms on two floors. A maximum of 100 children may attend the nursery at any one time; of these, not more than 50 may be under three years, and of these, not more than 22 may be under two years at any one time. The nursery is open each weekday from 07.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register, the Compulsory Childcare Register and the Voluntary Childcare Register. There are currently 45 children aged from birth to under eight years on roll; of these 37 children are in the early years age range.

The nursery employs 10 members of staff including the owner and the administrator. Of these, five hold appropriate early years qualifications and three are modern apprentices working towards a qualification.

Overall effectiveness of the early years provision

Overall the effectiveness of this early years provision is good. The setting has embraced the philosophy behind the Early Years Foundation Stage in recognising that all children are unique, and require tailor-made care and education packages in order to support their individual needs. Systems to support these aims are developing well. The arrangements for self-evaluation are not yet fully embedded, although the management of the setting has clear vision of how they intend to develop and improve the service that is offered.

What steps need to be taken to improve provision further?

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

- encourage parents to share details and observations of what the children do at home so that these can contribute formal assessment of children's progress
- explore ways to increase children's access to the outside
- continue to develop the self-evaluation process to ensure that effective systems are in place to support continuous improvement

The leadership and management of the early years provision

The setting runs smoothly on a day to day basis. Staff are deployed effectively, resulting in children receiving good levels of adult attention. Rotas are arranged to ensure that the mix of qualified and unqualified staff support the children adequately and meet the requirement that at least 50% on duty have a recognised

childcare qualification. Written policies and procedures are well established and both inform the parents and guide the staff. Newly recruited staff are able to provide clear and detailed information about policies and procedures such as the Child protection policy, or the risk assessment arrangements demonstrating that the induction of staff is effective and the systems for safeguarding children are sound. Staff demonstrate that they have a good understanding of the management's aims and objectives, they work co-operatively together and provide consistency as children progress throughout the setting. Most staff are committed to ongoing training, which they attend in their own time. The setting have developed positive links with the local schools that children are most likely to move on to as well as other agencies relating to child care, whose involvement enhances the service that is provided. The management address issues which are brought to their attention, promptly and encourage staff to share observations and ideas for improving the setting. These arrangements are developing into a formal self-evaluation system although is not yet fully established. The setting recognises the importance of developing positive relationships with parents, parents' views are regularly canvassed both on an informal and formal basis and their ideas are fed into development plans.

The quality and standards of the early years provision

Children receive good levels of support in their learning and are provided with an environment which support them in making good progress towards the early learning goals. Routines are well organised and allow for a mix of child and adult led activities, although outside play is less flexibly organised and is sometimes cut short, removing the opportunity for children to decide when to return indoors. Children are cared for by key workers who get to know the children well and who identify where they are in their learning and the next likely step in their development. This knowledge is used to plan activities which will support children's individual learning and welfare needs. The assessment of children's progress is linked to the Early Years Foundation Stage and includes both pre-planned observations as well as spontaneously kept records of significance. Staff let parents know how children are progressing and make children's assessment files available for discussion. There is evidence of good two-way communication between parents and staff in relation to the general welfare of children and staff state that parents do share anecdotal information about developmental progress of their children, which they have noticed at home. Staff do not currently use this information within the children's assessment files and as a result this reduces the completeness of the developmental picture that the assessment record is able to provide. Children's health and well-being is promoted and effective steps are taken to prevent the spread of infection and seek the appropriate attention if children are taken ill. Adults teach children about keeping safe as part of the daily general routine, for example explaining the potential dangers of running inside, not looking where they are going and explaining the tripping hazards of toys left on the floor. Behaviour is well managed with staff observed to provide children with lots of positive praise and gentle reminders or explanation if dealing with unwanted behaviour. Children learn about being healthy and healthy eating, through routine discussions, project work, books and positive role modelling by staff. Children are encouraged to respect each other taking into account the diverse needs and

backgrounds, they are encouraged to make choices and decisions and staff are enthusiastic about children's input. Children's ideas are discussed enthusiastically by staff and this helps to promote children's self-esteem as well as encouraging them to voice their opinions and thoughts. Children develop many skills which will support their future independence and progress and help them to remain interested in exploring, investigating and learning.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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