

# Pooh's Nursery School

Inspection report for early years provision

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**Unique reference number** EY397269  
**Inspection date** 26/01/2010  
**Inspector** Fler Wright

**Setting address** St. Phillips Church Hall, St. Philips Avenue, EASTBOURNE,  
East Sussex, BN22 8LW  
**Telephone number** 01323430045  
**Email** gorete@poohsnurseryschool.co.uk  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

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)

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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*.

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.

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## **Description of the setting**

Pooh's Nursery School was first registered in 1993, but re-registered in 2009 due to a change in premises. It is privately run and operates from St Philips Church hall in Eastbourne, East Sussex. A maximum of 30 children may attend the nursery at any one time. The nursery has use of a main hall, kitchen and toilets and all children share access to a secure, enclosed outdoor play area. The nursery is open from 8.30am to 5.30pm Monday to Thursday and 8.30am to 4.30pm every Friday, for 48 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 70 children on roll. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and supports children who speak English as an additional language.

There are seven members of staff who work with the children and who are employed by the nursery, plus the owner who has an Early Years degree. Five of the staff have an appropriate qualification and two are on a training programme. A number of volunteers also work at the nursery, one of whom is in training.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children enjoy a wealth of stimulating, challenging activities and experiences and are making excellent progress in their learning and development towards the early learning goals of the Early Years Foundation Stage (EYFS). Each child's individuality is recognised and nurtured by all staff, who have a secure knowledge of their family and home circumstances, individual needs, interests and abilities. The organisation of the nursery is exceptional. Robust and consistent reflective practice and evaluation techniques ensure all children thrive, and the nursery has an outstanding capacity to ensure their 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:

- ensuring that a more comprehensive range of policies and procedures are easily accessible to all parents

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

Staff fully understand their responsibilities to safeguard children's welfare and all of them have attended training in this area. Designated individuals work well with

relevant agencies to protect children. Robust recruitment and vetting procedures are in place, and rigorous risk assessments help to ensure children's safety and welfare is of paramount importance.

The manager of the nursery is a true inspiration. The passion she has for her work wholeheartedly motivates her staff team, who all show a clear sense of purpose and an extreme commitment to offering an exceptionally inclusive environment for all children. Staff communicate continually, and regular meetings, informal gatherings, appraisals and comprehensive training plans ensure children's needs are met and the nursery and its staff continue to evolve in every aspect. Children benefit from high adult to child ratios and the vast skills and experience each member of staff brings to the nursery. Innovative business planning ensures the day-to-day organisation, deployment of staff and use of resources all contribute exceedingly well to creating a happy, purposeful and safe learning environment for all.

Extensive reflective practice and evaluation techniques form a pivotal role in helping the nursery to devise well targeted plans. Staff seek views from children, parents and external agencies and continually strive to improve every aspect of nursery life. Through complex systems, the success of children's development in all areas of learning is being monitored and evaluated. The management address areas that they consider need further staff awareness quickly, ensuring they have a positive impact on the children's learning opportunities.

The nursery demonstrates an extremely effective partnership with parents and carers and many outside agencies to fully promote the well-being of all children. Parents receive a wealth of information about all aspects of the nursery through various means. An informative brochure, regular newsletters and a user-friendly website help to ensure parents are kept up to date with nursery life. Key policies and procedures are available in the nursery's brochure, and staff discuss these with parents during settling in visits. The comprehensive range of policies and procedures in place contain all of the necessary information as well as an abundance of additional documents helping to ensure the nursery is run seamlessly. However, these are not readily available for parents to view and this is an area for further consideration. Daily verbal communication keeps parents informed of their children's achievements, progress and well-being. Parents are routinely involved in their children's learning, for example, through the reading or mark-making books that go between nursery and home, or assisting with cooking activities. They are encouraged to contribute to their children's 'learning journal' at any time. These methods all help to ensure parents play a key part in their child's learning, and staff find parental input invaluable for increasing their knowledge of each unique child and improving the nursery as a whole. Parents are very complementary of the nursery, and love the friendliness of the staff, the homely environment and feeling so involved with their children's learning and development. The nursery also works well in partnership with other settings the children attend, to support the consistent delivery of the Early Years Foundation Stage for all children.

The nursery is highly committed to promoting equality of opportunity and works with parents and other agencies to support and meet children's individual needs.

All children and families are valued and appreciated by staff who are proactive in ensuring the nursery environment is inclusive for all. Staff work with parents of children who speak English and an additional language, to highlight key words in their home language to help give the children an important sense of belonging. Makaton is widely used and helps all children and staff to communicate effectively. Due to the fact staff know the children so well, their differing abilities are easily catered for within the educational programme, meaning all children flourish at the nursery.

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

All of the children are active, inquisitive learners who thrive in all areas of learning and development. They demonstrate that they are very happy, confident and safe within the environment. Staff place the happiness and welfare of the children at the heart of everything they do, as well as encouraging the children to play their own dynamic role within the nursery.

Staff have an excellent understanding of the Early Years Foundation Stage and the key worker and grouping systems in place help to support children to achieve excellent outcomes. Children make extremely good progress towards the early learning goals. The different ways in which staff make observations of the children throughout the day ensure no learning opportunities are missed. These are used to inform planning for the next steps in children's learning and the most effective way to support them as individuals to achieve their potential. Planning is of a high quality, using these observations, feedback from the children, including what children say about their interests, and information obtained from parents and carers about the children's starting points. Careful consideration is given to ensuring that it is matched to the full range of children's needs, so that each child receives an enjoyable and challenging experience across the areas of learning. Responsible staff check through each child's learning journal very regularly to ensure that records and observations are kept up to date. This system is highly effective as any gaps in the children's achievement records are quickly highlighted and activities and experiences planned to ensure excellent progress is made in all areas of learning. This, along with the staff's dedication, enthusiasm, praise and encouragement, help the children make excellent progress.

Children have access to all areas of the nursery throughout the day. The imaginative use of space and storage of equipment allows children to continually make choices for themselves as they become independent learners thus promoting their confidence and increasing their self-motivation. The open plan environment and effective grouping systems allow children to join in with individual, small or large group play. The resources within the nursery are well organised and in plentiful supply. They are structured to ensure that children are able to experience all areas of learning through their play. The staff set up areas with consideration to the presentation, making everything look exciting and stimulating to the children. Table top activities are changed repeatedly throughout the day offering the children an ever changing environment.

Children form very close bonds with adults and other children at the nursery. They confidently go to adults for support or for a cuddle if they feel the need to, showing strong relationships have been built. Their relationships with their peers go from strength-to-strength as they are able to play together throughout the day. They enjoy sitting in the book area, reading and chatting over books together. All staff apply clear and consistent boundaries, so that children develop a knowledge of what is expected of them. Staff constantly but genuinely praise children for good things, noticing only the positives, making children feel good about themselves. Children are able to recognise achievements of others and suggest who deserves a sticker for good behaviour and why. They are consistently polite, thoughtful and well behaved; automatically saying sorry to one another if they bump into each other, or helping each other to get back up if they fall down whilst dancing.

Children are very used to the effective routines in place at the nursery. Staff warn the children how long there is to go until it is time to tidy away, and once the time comes, they start to sing a tidy up song and children eagerly help to pack toys away into the correct drawers and tubs. They move effortlessly into their key worker groups for circle time, and benefit greatly from the experiences as groups are tailored to meet children's capabilities. The entire nursery comes together for group games such as 'hiding the bone' throughout the day, where children demonstrate high levels of self control regarding turn taking and get much enjoyment from the experiences that cover many aspects of learning. Group dancing is also enjoyed by all, and children squeal with delight as they dance with their friends and staff to pop music.

Children greatly enjoy their time at the nursery. They take pleasure in looking at books and listening to stories. Children use a wide range of tools and equipment safely; for example, when using dough, they make 'sausages' and 'cakes', squeezing the dough through tools that produce 'pasta' shapes and strips. Children enjoy using the computers that are freely accessible, and demonstrate excellent mouse control. They help each other to complete the educational games available and patiently take turns. Children speak with a great deal of confidence, expressing themselves in a mature way and indicating that their views are regularly listened to. They demonstrate outstanding progress in developing the skills that will help them in the future.

Children have an excellent understanding of keeping themselves healthy, and activities and experiences around the nursery help to ensure this remains of paramount importance. Children brush their teeth after lunch and wash their hands at every appropriate opportunity throughout the day. Fresh fruit is always available and role play areas such as shops are set up, using real fruit and vegetables that children are able to 'purchase'. Once activities such as this are over, children help to make a soup using all of the items from their shop. Children enjoy gardening and digging in their vegetable patch in the garden, and help to recycle the nursery's reusable waste. Children develop a positive attitude towards being active as they are able to use the outdoors freely during the day. A comprehensive range of equipment enables them to develop their physical skills both in and outdoors. They ride competently on bikes and trikes and enjoy climbing and balancing on the equipment available.

Children demonstrate a strong sense of security and understand issues relating to safety. They are very confident and self-assured in the nursery, including babies who separate from their parents with ease, and eagerly join in during group times. All children are highly valued and staff pride themselves in knowing each child very well. Children engage in a wide range of activities and experiences which help them to value diversity. They have access to a good range of resources which help them learn about communities and the wider world and celebrate a diverse range of cultural and religious festivals throughout the year.

Overall, the outcomes for children are excellent.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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