

# Early Years Childcare

Inspection report for early years provision

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**Unique reference number**

EY336453

**Inspection date**

01/09/2010

**Inspector**

Lisa Toole

**Setting address**

Southdowns Park, Haywards Heath, West Sussex, RH16  
4SL

**Telephone number**

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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*.

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

Early Years Childcare PLC Day Nursery is situated in the complex of South Downs Park in Haywards Heath, West Sussex. It is part of a large nursery chain. The nursery was registered in 2006. The nursery operates from a former chapel covering two floors, and there is a lift available. All children share access to a secure enclosed outdoor play area.

A maximum of 75 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am until 6pm, excluding bank holidays. There are currently 142 children aged from birth to five years on roll. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. The nursery employs 27 staff, 18 of the staff hold appropriate early years qualifications and nine are currently in training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals of the Early Years Foundation Stage in the welcoming, safe and comfortable nursery environment. Staff are skilled in recognising the uniqueness of each child and in meeting their individual needs effectively. Excellent relationships with parents contribute to the nursery's success and is of considerable benefit to the welfare of each child. The nursery shows a strong commitment to its continuous improvement, having met the recommendations raised at the last inspection and by having clear and achievable plans for the future development of the nursery

## What steps need to be taken to improve provision further?

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

- ensure that children's artwork reflects their own creativity
- develop the cycle of observation, assessment and planning to extend further learning opportunities for children and to take further account of their individual stages of development.

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

Children are well cared for throughout the nursery because staff ensure their welfare is safeguarded. Overall staff have a secure knowledge and understanding of their responsibilities regarding the protection of children. They are aware of the possible signs and symptoms of child abuse and the procedures to follow if they are concerned that a child may be at risk. The good security and safety measures within the nursery itself contribute to children being safe and well cared for. For example, all of the mandatory records for the safe and efficient management of the nursery are in place and well maintained. Staff are vigilant about where children are and what they are doing and access to and from the nursery is monitored to ensure children are kept safe. Recruitment, vetting and induction procedures are robust, to ensure suitably vetted and trained staff work with the children.

The nursery is committed to evaluating its provision and improving the outcomes for each child. The nursery uses its own systems for reflective practice, along with self-evaluation and audits by the local authority to drive improvement and enhance the provision for children further. There are clear development plans in place in order to bring about change. For example the nursery garden has been enhanced with a digging and growing area and log pile for investigation and exploration by the children. The recommendations raised at the last inspection have been met. Children's independence is fostered throughout the nursery and each child's individual needs are being supported. Planning and daily provision of activities promote inclusion and equality and help children as they progress towards the early learning goals of the Early Years Foundation Stage.

The staff team is well deployed throughout the nursery and the key person system works well to ensure that staff know their individual children well and support their care and learning needs successfully. Children are grouped by age in rooms, where they are able to freely access a good range of resources which are of a high quality, clean and very well maintained. The resources positively promote diversity and equality so that children learn positive messages about the social world around them. Good use of resources, recycling and composting enable the children to learn important messages about sustainability. All of the rooms are comfortable and space is well used to maximise play opportunities for children in an enabling environment. Some art work is displayed around the nursery and children have their own name peg; this helps children feel a sense of belonging within their environment.

The partnership with parents and carers is outstanding. The nursery has a highly effective partnership with them, which is established right at the start. Settling visits are tailored to the needs of the child and family and comprehensive information is sought to ensure their needs are supported appropriately. Parents are encouraged to take a full part in their children's welfare, learning and development whilst they are at the nursery, through information sharing, parents' consultation events and newsletters. Discussion with parents highlights how extremely happy they are with the care their children receive. They feel very

involved in their child's learning and appreciate opportunities at parents' events to learn more about the progress of their child. There are such as informal events, such as tasting the kinds of meals and snacks their children receive. Partnerships in the wider context are well established because the nursery works closely with all agencies involved in the children's lives. This, in turn, strongly contributes to the children's overall well-being and achievements.

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

Children are happy and confident within the nursery and benefit from the stimulating and enabling physical environment available to them, both in and outdoors. Children are successfully encouraged to play an active role in their learning and development and they enjoy a bright, child-friendly physical environment where inclusion matters. All of the children benefit from a stimulating, diverse curriculum. This results in the nursery narrowing the achievement gap for children, as well as children making good progress.

Children can make their own decisions about what they do and play with. This enables them to become active and inquisitive learners. Children's achievements are recorded in their learning journals and shared with parents. This helps to consolidate and extend the children's development. The cycle of observation, assessment and planning is good; staff confidently understand how to use it. These systems ensure the planning reflects the needs and interests of the children currently attending the nursery. However not all individual stages of development are taken into account which means not all children are challenged as much as they could be.

Throughout the nursery children are learning important skills for the future, including using different forms of technology. Information and communication technology resources are very popular with the children as they learn to programme machines and use remote control vehicles. Areas within each room are organised to offer them opportunities to sit and look at books, play on the floor and engage in role play. The outdoor environment offers children first-hand contact with the natural world. They grow their own vegetables, helping them learn about healthy eating and where food comes from. In the baby room staff encourage the youngest children to begin to communicate by responding positively to their babbling, as well as singing simple rhymes and reading aloud. Some of the children's creative artwork is too heavily adult-directed and some of the youngest children's art work, such as paintings, has been modified by adults adding their own doodles of faces to them. This hinders children's free expression and creativity.

Children are given exceptionally good support as they learn to adopt healthy lifestyles. The babies and youngest children are cared for to a very high level. Their individual routines are followed, as well as their health and dietary needs being met. Staff ensure their emotional well-being is given due attention, offering cuddles and reassurance when needed, to help children feel secure. The children

show an excellent understanding of keeping healthy. They are able to make healthy choices. Older children enjoy serving themselves and getting their own drinking water, while toddlers are supported as they learn to become independent by beginning to feed themselves. Children's physical development is equally valued. Children have fun bouncing on the trampoline, practising their counting skills at the same time. The toddlers are supported as they develop their walking skills, with babies enjoying space to crawl and bottom shuffle around.

All of the children are well behaved and learn important messages about treating each other with respect, being kind and sharing the toys and equipment. Staff support this with positive encouragement and teaching them and right and wrong. Throughout the nursery equality and diversity is given due consideration, in order for children to make a positive contribution. The children demonstrate a strong sense of belonging and how to stay safe within the nursery because of the support and guidance they receive from staff.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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