

# Early Years Childcare Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	113469
<b>Inspection date</b>	19/07/2010
<b>Inspector</b>	Jill Steer / Daphne Prescott
<b>Setting address</b>	11 Bartholomew Way, Horsham, West Sussex, RH12 5JL
<b>Telephone number</b>	01403 754610
<b>Email</b>	horsham@earlyyearschildcare.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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)

© Crown copyright 2010

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Early Years Childcare Nursery is one of nine privately run nurseries. It opened in 2000 and operates from purpose built premises in Horsham, West Sussex. Children have access to an enclosed outdoor play area. It is open each weekday from 8am to 6pm for 52 weeks of the year.

A maximum of 136 children may attend the nursery at any one time. There are currently 253 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 48 members of staff, 30 of whom hold appropriate early years qualifications to at least level 2. The nursery provides funded early education for three and four-year-olds'.

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

Overall the quality of the provision is good.

Children's welfare is promoted and their individual needs are very well met. They derive great pleasure from the well-organised environment and activities which subsequently contribute to their making good developmental progress. All past recommendations and actions have been well met and plans for future improvements have been identified. This clearly demonstrates the management team's commitment to continually raise and maintain a high standard of care and learning for all children.

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

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

- promote further children's independence at meal times by enabling them to serve themselves
- engage in playful interactions that encourage young babies to respond their peers, adults, and natural resources

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

The new management team in the setting are working extremely well together, with the support of the whole staff team, to improve the outcomes for all children. Staff have a detailed action plan, based on a thorough assessment and evaluation of the existing provision, which sets out their vision and priorities for improvement. All staff are supervised, listened to and supported so they feel valued and included, which has a positive impact on the care they provide for the children. Appraisals help identify training needs for individual staff development, much of which is

organised internally such as safeguarding. This ensures staff have a good understanding of how to identify signs that children may be at risk of harm and what action to take to protect them. Recruitment and vetting procedures are in place to check staff are suitable to work with children. All visitors to the setting are recorded, identified by wearing badges and staff made aware of their presence so they are not left alone with children. An extremely comprehensive set of risk assessments are conducted which identify any potential hazards to children in and around the setting which can then be rectified, helping to keep children safe. All the required policies and procedures are in place which form the basis for and guide staff in good practice.

Resources are of good quality and organised so most are accessible to children, enabling them to make independent choices. All available space is utilised effectively to provide a full range of learning experiences suitable for individual children's needs. For example, the wide corridors are known as 'play streets'. They incorporate a reading and library area for older children where they can recline in comfort to read and a large dolls house, well furnished and inhabited by a long-legged family, for imaginative play. Management lead a culture of treating everyone in a fair way, not judging or singling anyone out, either children or staff. By adapting activities and the environment they ensure everyone has the same opportunity to be included and so feel valued. Staff work with parents so each child's needs are met, for example translating some everyday words into their home language for labels such as 'aprons' and 'door'. Parents receive good quality information about their children's care each day through discussion and the use of information sheets. Notice boards, newsletters and 'twitter', keep parents up to date with events and activities in the setting. They know they are able to see their child's development file at anytime and regularly receive their individual learning plans to add and share any comments about their progress

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

Children in this setting benefit from a very well thought out planning system which ensures they enjoy a wide range of activities based on their individual interests. This effectively builds on what staff have observed children enjoying each day, setting small and achievable targets for the next step in their development. Older children have access to a 'Discovery room' where they have free rein to explore and investigate the resources however they choose. For example, a group of children creatively made trains out of recycling materials and then extended their interest to include a model of Horsham Station. The staff encourage children's thinking by effective questioning and discussion. For example, they use descriptive language in relation to textures as they make play dough. Topical activities are regularly developed from children's initial interests as staff skilfully use these opportunities to extend the potential learning for children. For example, a study of Africa, including looking at the globe, stories and costumes emerged from their curiosity of countries competing in the world cup football. Children enjoy daily opportunities to play in the garden where they can run, climb and dig. A planting area has been created where they plant vegetables, learning how to care for them so they grow. Here they learn to use one range of tools and implements, whilst

indoors they learn to use simple equipment such as clicking the mouse and pressing the keyboard on the computer.

Babies and toddlers can access a wide range of resources in their own rooms but often enjoy time together when they play outside. Planning for their development is consistent with that for the older children so continuity of information about their development is recorded as they progress through the setting. Staff know these younger children well and organise some interesting activities for them such as painting a big, black octopus for their display. However, some staff do not always engage in playful interactions that encourage young babies to respond to, or mimic, adults. Soft play equipment and climbing apparatus is set up in the 'play street' for the babies and toddlers to practice their mobility skills, developing a positive attitude from an early age, for being active. Babies sleep and are fed according to their individual routines discussed and agreed with their parents.

Children and staff sit together at meal times creating a lovely atmosphere, with table cloths and fresh flowers on each table. Children are learning social skills as they chat about their morning and learn good manners and their independence is generally encouraged as they help to set the table for lunch and pour their own drinks. Although the more able children do not have the opportunity to serve food to further develop their independence. Meals are freshly cooked on the premises each day and the recipes for the food the children greatly enjoy, are available for the parents to replicate at home if they choose. Water is freely available throughout the day keeping children's bodies healthy and hydrated. Good relationships are formed between the children and staff which contribute to the very calm atmosphere within the setting. Children subsequently behave well, work as part of a group, taking turns and sharing fairly. Trust is appropriately placed on some children to behave safely according to ability. For example, going to other rooms to borrow a book, or going to toilet and washing their hands, within a secure environment. This additional responsibility builds children's confidence and demonstrates how they feel safe.

## 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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

