

Harlands Nursery (Uckfield)

Inspection report for early years provision

Unique Reference Number	EY272605
Inspection date	04 October 2007
Inspector	Fran Fielder
Setting Address	Harlands Primary School, Mallard Drive, Ridgewood, Uckfield, East Sussex, TN22 5PW
Telephone number	01825 760445
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Registered person	Harlands Primary School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Harlands Nursery has been registered since December 2003. It operates from rooms within Harlands Primary School and is run by a committee of teaching staff. A maximum of 24 children may attend the nursery at any one time.

The nursery operates during term time only. It is open on Mondays, Tuesdays, Thursdays and Fridays from 09.00 until 15.15 and from 09.00 until 12.30 on Wednesdays. Children attend either morning or afternoon sessions or for an extended day.

There are currently 24 children on roll aged from three years to under five years. The majority of children receive early years education funding. The nursery makes provision for children with learning difficulties and disabilities and for those who speak English as an additional language.

The nursery employs four members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification.

The group receives daily support from the reception class teacher and from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children enjoy a fabulous range of physical activities that promote their good health. The free flow system means children can, for most of the session, play in or out as they choose. They love to explore the outdoors and spend time making their own bridge out of crates over which 'The Billy Goats Gruff' travel. Children ride on wheeled toys and climb on large equipment. They spend time digging and planting seeds. The playhouse has two levels and children confidently climb up and downstairs. Indoors children enthusiastically join in action songs such as 'If you're happy and you know it...'

Excellent daily routines, consistently implemented by staff, prevent the spread of infection. Children learn the need for good personal hygiene through discussion and well planned topics such as 'Ourselves'. Well-placed pictures remind children to wash hands before eating.

At snack time, children chat confidently about the food that is good for them. Children have an excellent understanding of what a healthy diet means. They enjoy a range of fresh fruit including banana, plums, pears and apples. They also spread their own bread and butter. Drinking water is always available from a fountain and children know that drinking plenty especially after exercise is important. Children also learn the importance of rest as part of a healthy lifestyle. After lunch, dimmed lighting and soft music sets the scene for quiet relaxed play.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children play happily in an extremely well planned environment where staff create a lovely atmosphere. Informative posters, mobiles and bright displays of children's work make the nursery very welcoming for children and adults. Carpet and soft furnishings in the book area provide good opportunities for children to relax or read in comfort. As well as named pegs and trays, the 'birthday garden' and a display of children's holiday destinations give children a real sense of belonging. Children choose freely from an excellent range of stimulating toys and resources. These cater for all ages, abilities and preferences.

Nursery children have their own room but can also access the reception classroom for part of the session. The nursery manager and reception class teacher work together to create an attractive shared area. This makes the transition from nursery to school seamless, as children already know the rooms and the teacher.

The premises are very secure and excellent staff deployment ensures children's safety indoors and out. Staff have a briefing every morning to discuss any health and safety issues that need attention. A daily checklist ensures all areas are clean and safe. Staff are vigilant when children are playing outdoors. Gates are locked and supervision is excellent. Procedures for outings ensure children enjoy safe visits to places of interest.

All staff have had some training in child protection. The manager and deputy have completed an advanced course. This ensures all understand their role and act promptly when there are concerns about a child in their care. This supports and promotes children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy, confident and inquisitive. They love the time they spend at the nursery because staff focus completely on children's learning and developmental needs. Staff are incredibly enthusiastic and very confident. As a result, children are enthusiastic and relish new challenges. The warm relationships that exist between the staff and the children ensure children feel secure and cared for.

Nursery Education

The quality of teaching and learning is good. Staff have an excellent understanding of how children learn. Detailed observations enable staff to identify individual learning styles and to find out about children's interests. Staff use these observations during the weekly planning meeting to devise activities based on what children enjoy. This ensures the activities are fun and achievable. The manager and reception teacher work together to plan the shared area and to discuss topics and activities.

The programme to support children's personal, social and emotional development is excellent. Careful attention is paid to ensuring children are happy, secure, confident and independent. Children have such a positive attitude to learning which guarantees success. Staff value conversation and constant interaction with the children builds important language skills. Labels around the room help children understand that print carries meaning. As staff read favourite stories children listen intently and comment on the pictures. Children sit in the book corner during circle time and then excitedly rush off to play. This means that, although the book corner is attractive it is not widely used by children during their free play. They enjoy learning the sounds of the letters using 'Jolly Phonics'.

Children count confidently and use mathematical language in their play. They love number rhymes such as 'Five Little Men in a Flying Saucer'. They can say how many are left one each 'Little Man' flies away. Children use a range of shapes to create a collage of their own house. They talk about where they live and where they are going when 'driving' their vehicles around a carpet map and recognise features such as the beach, the volcano and the castle. They use a wide range of tools to explore their environment and are very competent when playing with electronic toys.

Children's fine motor skills are developing very well as there are many opportunities for mark making. They hold pens and pencils correctly when drawing and 'writing'. Children express themselves through a range of mediums and the displays of artwork show individuality. They sing and dance and love role-play where they learn a great deal about the world. Staff skilfully support a range of scenarios based on children's interest. This ensures children's learning is fun and relevant.

Helping children make a positive contribution

The provision is good.

Staff ensure they have detailed information about every child before they start at the nursery. Staff value individuality and extend activities based on children's preferences. All children have access to the full range of activities. Many resources reflect all aspects of society. This encourages children to develop a positive attitude towards diversity. Well-planned topics and activities help children to understand and appreciate other cultures. There are very good systems

in place to support children who have learning difficulties or disabilities. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Children behave well and learn to respect their environment. They willingly help to clear away toys. Staff are skilful and consistent in their approach. This ensures that any challenging behaviour does not affect other children. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive detailed information about the Foundation Stage of learning. They complete an initial assessment of their child, which ensures staff have a good knowledge of individual needs and achievements. This enables staff to build on what children already know as well as providing appropriate care. There are both formal and informal systems in place for staff and parents to share information about children's individual progress and development. The regular sharing of information enhances children's progress towards the early learning goals.

Organisation

The organisation is good.

Children play in a well-organised environment where excellent adult support makes children feel secure and confident. Staff use time wisely which means children are always involved in stimulating and worthwhile activities that support learning and social development.

Under the leadership of the previous manager, the nursery enjoyed much success. She built a dedicated staff team making it easy for the new manager to step in and continue to build on the existing strengths.

Leadership and management are good. There are clear aims for the provision that reflect a commitment to improving the quality of care and education. The management team put together development plans to help them reach their goals. The manager and the reception teacher work well together and both are totally dedicated to improving the outcomes for children. Constant communication means staff can devise individual aims for each child's development and learning. Continuous monitoring of the teaching and the careful evaluation of activities enables staff to enhance the learning experiences for children.

All required documentation is in place and carefully maintained. Some policies and procedures do not reflect practice in the nursery. There are regular appraisals and the management actively encourages staff's professional development. The nursery meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection, the nursery was asked to develop the role-play area. Staff have repositioned the dressing up clothes and created a space for children to act out their own scenario with a range of toys and resources to enhance their play. In addition, another area is set up for role-play according to children's interests. The children recently enjoyed playing with bandages so staff set up a hospital.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review policies and procedures to ensure they reflect the good practice within the setting

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- reorganise the book corner to encourage children to access books more often during free play

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk